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ABSTRACT

Line-by-line narrative passages such as those found in stories, poems, or magazine and newspaper articles were used in this fifth section of an eight-part series on reading skills. The purpose of "Theme 5" was to assess the ability of 9-, 13-, and 17-year-old and young adult (26-35) readers to glean those facts which support an author's main idea or the topic of a passage. Four types of exercises required the reader to: (1) recognize factual information, (2) relate one fact to another without reference to the main idea, (3) relate a single fact to the total message, and (4) retain factual information for a short period of time. The report contains exercises used and results obtained for each of the four age groups as well as a section comparing age groups; results for subjects are also broken down according to region, sex, color, parental education, and size and type of community. (Some sample exercises and charts will have poor reproducibility because of type size.) (MF)

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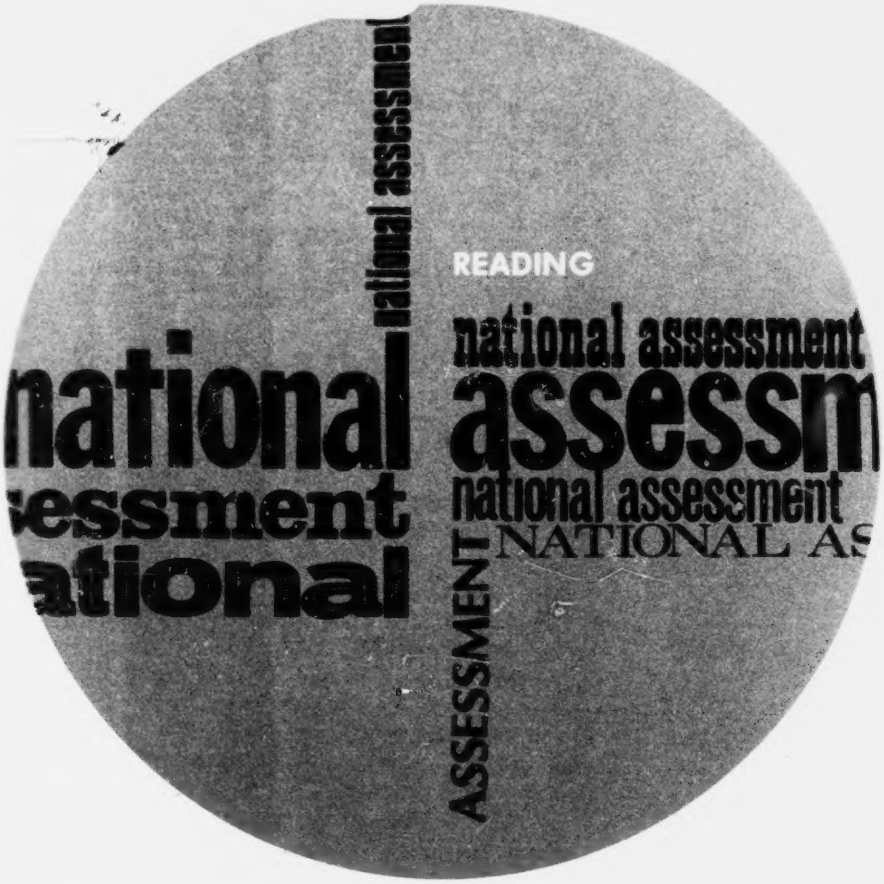
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REPORT 02-R-05

GLEANING SIGNIFICANT FACTS FROM PASSAGES

1970-71 Assessment

CS 000 554

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#02-R-05	Reading: Gleaning Significant Facts from Passages (Theme 5)	May, 1973

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REPORT 02-R-05

GLEANING SIGNIFICANT FACTS FROM PASSAGES

Theme 5, Reading

May, 1973

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INTRODUCTION TO THE THEMES

The results for the Year 02 assessment (Reading and Literature) are the first to be reported by theme. Conceptually, a theme defines a set of existing and potential exercises that relate to each other in content or some central idea that is meaningful to the subject area of concern. This format allows presenting all relevant results for each theme in a single report. The eight Reading themes are described briefly at the end of this introduction.

In its broadest sense, "reading" can mean such diverse things as a fortune teller's "reading" tea leaves, one person "reading" another's facial expression and so on. National Assessment is concerned with "reading" in a narrower sense--those "reading skills" usually taught in the schools--and the percentages of individuals who have attained those skills.

In everyday life, people encounter such diverse types of reading materials as books, newspapers, reference works, directions, sundry graphic materials and others. Many of these materials can be read "on the surface" or "in depth." A person may simply glean isolated facts from reading materials; or he may relate these facts to recognize the central idea the facts support, draw complex inferences from the facts, or criticize the content. In his essay, "Of Studies," Francis Bacon said,

> Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read but not curiously; and some few to be read wholly, and with diligence and attention. . . Reading maketh a full man; . . . therefore, . . . if [a man] read little, he had need have much cunning, to seem to know that he doth not.

Some types of reading materials, therefore, neither require nor merit a deep, penetrating study that involves high level behaviors. Extrapolating from the Bacon quotation, we might say that a "good" reader can, first of all, discriminate between those materials that are best read shallowly and those that require a reading in depth. Then when he finds a work that needs to be "chewed and digested," he is able to do so effectively. A "poor" reader, on the other hand, can *at best* cope with the "shallower" types of reading materials and can only muddle on the surface of more profound works.

The Reading themes represent both a variety of reading materials and a variety of behaviors these materials require. They were developed by members of the National Assessment staff and reading specialists to cluster the Reading exercises into reporting categories that are meaningful to lay persons, scholars and educators who are concerned with the reading skills of various groups of young Americans.[1]

The themes are numbered--the lower numbers designating skills that are usually identified with early reading and the higher numbers designating high order skills. Successful performance on exercises in the higher numbered themes requires some of the abilities measured in the lower numbered themes in addition to the higher order skill. This increasing complexity is apparent in the brief descriptions (below) of the Reading themes. A more detailed description of each theme appears in Chapter 1 of the respective theme report.

Theme 1: Understand Words and Word Relationships

Since most reading materials contain words, any cognitive behavior toward them requires at a minimum that the reader be able to understand the meanings of words and how words relate to form a meaningful whole. Exercises in this theme are of three types. One type requires the individual to give the meaning of a word occurring in isolation; another type requires the individual to derive the meaning of a word from its contextual use; and a third type requires the individual to recognize when sets of words relate to form a meaningful whole.

A person must be able to do more than merely recognize words and word relationships. In order to function adequately in everyday life, he must also be able to glean important facts from many types of materials. Themes 2-5 are all concerned with a person's ability to identify and extract significant factual information, but they differ in the method used to present the factual information.

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[1] See Chapter 3, General Information Yearbook (Report 02-GIY).

Theme 2: Graphic Materials

Subtheme A: Interpret drawings and pictures
Subtheme B: Read signs and labels
Subtheme C: Read charts, maps and graphs
Subtheme D: Read forms

Theme 2 is characterized by materials using a variety of formats other than line-by-line narrative to convey their messages. Graphic materials can be used alone in lieu of line-by-line narrative or can be used in conjunction with line-by-line narrative to clarify or augment its meaning.

Theme 3: Written Directions

Subtheme A: Understand written directions
Subtheme B: Carry out written directions

Directions are information-imparting materials that tell how to do something. The subtheme understand written directions requires only that an individual indicate that he could perform what the directions state, given the opportunity. The subtheme carry out written directions requires the individual to actually perform what the directions state under circumstances that imply understanding as a prerequisite for adequate performance.

Theme 4: Reference Materials

Subtheme A: Know appropriate reference sources
Subtheme B: Use reference materials effectively

In order to utilize information from reference materials, an individual must first know which type of reference to consult for a specific kind of information. This is the requirement of the subtheme know appropriate reference sources. Once the appropriate source is located, an individual must be able to extract the desired information, that is, use reference materials effectively.

Theme 5: Gleaning Significant Facts From Passages

This theme requires the most concrete level of behavior toward line-by-line narrative. Some exercises require the individual to extract certain facts while the passage is still available to him for reference. Other exercises require the individual to recall certain facts when the passage is no longer available. Still other exercises require the individual to discern ways in which certain facts relate to each other. While all three types of exercises are concerned with facts, they require increasingly high levels of behavior.

Only if a person can successfully glean important facts from the types of materials in Themes 2-5 is he able to function adequately in everyday life. A good reader, however, goes beyond just gleaning facts from materials. He is able to engage in higher levels of behavior toward the materials. These higher level behaviors are the topics of Themes 6-8. Most of the exercises involve line-by-line narrative, but some represent materials like those in Themes 2-4.

Theme 6: Main Ideas and Organization

Identifying the main idea of a passage or discovering its organization requires a higher level of comprehension than merely gleaning the important facts. Some exercises require the individual to identify the main idea being expressed in a passage either by suggesting an appropriate title or by identifying the point the author is attempting to make. Other exercises require the individual to identify the mode in which the author organizes the facts.

Theme 7: Drawing Inferences

Drawing inferences requires that an individual derive a conclusion not explicitly stated in the passage but which logically might be expected on the basis of the organization of the passage and the information it contains. For some exercises, the individual needs only the information in the passage to derive a conclusion; for others, however, he must also have some additional information based upon his prior experience.

Theme 8: Critical Reading

Critical reading requires from an individual the highest level of behavior--analysis and reasoning. In addition, it requires a reaction to or an opinion about the passage. Critical reading represents a deep interaction between author and reader that can lead to an understanding that is greater than the contribution of either.

METHODS OF DESCRIBING THE DATA

In order that the reader of this and other National Assessment reports be able to obtain the fullest benefit and meaning of the data we describe, we recommend that the reader consult the General Information Yearbook (Report 02-GIY). This Yearbook discloses the origin, purposes and goals of the National Assessment project and the philosophy of assessment as contrasted to standardized testing. The Yearbook also presents the operational procedures and methods we use to obtain, score, analyze and describe our data. We believe that this information is essential for the reader to obtain a full understanding of National Assessment data.

Describing the Data

We report results for four age levels (9, 13, 17 and young adult, 26-35). Within each age level across the nation as a whole (national level), we give results for four regions of the country (Northeast, Southeast, Central and West); two sexes (male and female); two colors (Black and White); four levels of parental education (no high school, some high school, graduated from high school and post high school); and seven sizes and types of community for ages 9 and 13 and in-school age 17 (extreme inner city, extreme rural, small city, medium city, rest of big city, suburban fringe and extreme affluent suburb). Type-of-community information was not available for individuals in the out-of-school assessment (young adults and some 17-year-olds). For this reason, we report for young adults, only the results for four sizes of community (big city, small place, medium city and urban fringe). The size-and-type-of-community data reported for 17-year-olds applies only to those enrolled in school at the time of assessment.[1]

Most exercises have answers that can be scored "correct" or "incorrect." Many others, however, while having answers that cannot be scored "correct" or "incorrect," have some best answer or most desirable answer. We use the term--percentage of success--to describe the proportion of individuals who gave the correct, best or most desirable answer to an exercise. We express a percentage of success for the nation as a whole (entire age level) and for each of these groups on each exercise.

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[1] See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of these age levels and groups.

We then determine the difference between the percentage of success for each group and the percentage of success for the nation as a whole, and the number we obtain is called an effect. An effect is expressed as the percentage of success for a group minus the percentage of success for the nation as a whole. For example:

Northeast % of Success - National % of Success = Northeast Effect

A positive (greater than zero) effect means that a larger percentage of individuals in a group gave an acceptable answer to an exercise than did so in the nation as a whole. For example, if 74% of 13-year-olds in the Northeast gave an acceptable answer, but only 68% of the 13-year-olds in the nation as a whole gave an acceptable answer, the Northeast effect for 13-year-olds would be

Northeast % of Success - National % of Success = Northeast Effect

74% - 68% = 6%

A negative (less than zero) effect means that a smaller percentage of individuals in a group gave an acceptable answer to an exercise than did so in the nation as a whole. For example, if 52% of 9-year-olds in the West gave an acceptable answer but 60% of 9-year-olds in the nation as a whole gave an acceptable answer, the West effect for 9-year-olds would be

West % of Success - National % of Success = West Effect

52% - 60% = -8%

Limitations of the Data

The National Assessment of Educational Progress was created to provide data regarding the educational achievements of various groups of young Americans in 10 subject areas.[2] Within the limits of error due to measurement[3] and sampling error,[4] the data presented in National Assessment reports accurately describe the educational achievements of these groups as they exist in the real world. These data portray the problems facing education--improving the educational achievements of various groups of students.

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[2] Art, Career and Occupational Development, Citizenship, Literature, Mathematics, Music, Reading, Science, Social Studies and Writing.

Although we refer to the observed difference between an achievement for a group and that for the nation as a whole as a group effect, we do not imply a cause-effect relationship between membership in a group and that group's level of achievement. Our use of the term effect derives solely from a statistical usage. National Assessment is not intended to provide reasons for differences if they exist. Many factors can and frequently do affect the educational achievements of members of various groups. Consider, for example, a hypothetical group whose achievement is well above the national level. Most members of the group may attend schools that have excellent physical facilities and high quality faculties, belong to high social-economic familes, have many reading materials available in the home, be encouraged by their parents and so on. All these factors--and others--could contribute to the group's high level of achievement while membership in the group itself may contribute very little or nothing. We simply cannot assess some of these contributing factors directly. Some of these factors are points of sensitivity to various groups. The information necessary to assess certain factors is often not obtainable (for example, younger children may not know the information). Other factors may not yet have been identified. The factors we assess "stand in" for many other factors that can and do influence educational achievement and, therefore, reflect different levels of achievement among groups.

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[3] Measurement error stems from three basic sources: (1) the measuring instrument; for example, instructions may be misleading or questions may be vaguely phrased or contain a tipoff to the correct answer; (2) the examinee; for example, may be emotionally upset, physically ill or handicapped or lack motivation; and (3) the measurement situation; for example, temperature and lighting conditions, noise level, pleasantness of surroundings and the test administrator.

[4] When data are obtained from samples of entire populations, it is improbable that the numbers we obtain are exactly the same as we would have obtained from the entire population. See the General Information Yearbook, Chapter 10 and Appendix C (Report 02-GIY) for a discussion of sampling error and standard error.

The name of a group is merely a categorical label. Therefore, the characteristic(s) indicated by a group's name must not be construed as necessarily being the cause or even as being a cause for the high or low achievement of that group compared to the national level. Often, a disproportionately large percentage of members of a group of interest are also members of particular groups defined by other factors, all these factors may contribute to the group's high (or low) level of achievement.

The aim of National Assessment is to describe the educational achievements of entire groups, that is, populations. While we do not obtain data from all members of any group, we obtain data from carefully selected representative samples. Even data obtained in this way, however, are subject to error. Because of this error, the group effects we observe in the sample data will not be exactly the same as they would be if we were to assess all members of the group. We use statistical procedures to determine the probable extent of this sampling error.

Our major concern is with the direction of population effects. When we look at each sample effect, therefore, we need to ask, "Is this sample effect large enough that we can be reasonably certain that the direction of the population effect is the same as that of the sample effect?" When the size of a sample effect is at least two times as large as its standard error, the probability is at most 5% that an effect this large or larger would be obtained from a sample if no real population effect in that direction existed. We call such effects reliable and indicate them on exhibits with asterisks (*) to show that the indicated direction is reasonably certain for the population effect.

Reasonable certainty of direction is often not the same as a sample effect's being large enough for the corresponding population effect to be of practical importance. This must be judged by the user. In making such judgments about sample effects, however, the user must pay attention to their reliability. If a sample effect is not reliable--if we cannot be reasonably certain that it has the same direction as the corresponding population effect, we cannot place much weight on its size even if we would judge its size and direction quite important knowing this value to be the population effect.

Summarizing the Data

In summarizing the data for a group, we talk of the group's overall behavior and certain specific behaviors. An overall behavior is represented numerically by the group's median effect and reflects its relative performance as a whole on a theme. A specific behavior is represented numerically by a group's effect on a given exercise (or part of an exercise) and reflects its relative performance only on that exercise (or part). Summary statements about a group's overall behavior are derived from the group's specific effects on the individual exercises in a theme; however, it is often the case that such general statements about overall behavior does not adequately describe some of the specific effects. Therefore, caution must be exercised when applying summary statements to individual exercises. Summary statements describe a group's overall behavior on a set of exercises, that is, the behavior we would expect from the group based on the data at hand. In addition to describing each group's overall behavior, we also indicate those exercises on which each group behaved differently than we would expect relative to its own overall or median level.[5]

In summarizing the data for a theme, we would like to make a single statement that describes each group's overall behavior relative to the national level. One suitable number that describes such overall behavior is the group's median effect. It tells where the center of the distribution of a group's effects is located, that is, half the effects are above and half below the median value. However, it could be misleading to say that a group's overall behavior is above or below the national level simply because its median effect is above or below the national level. A group whose median effect is close to the national level (for example, 0.2) probably behaved more like than very different from the national level on the given set of exercises (theme).

We stated above that we could place little weight on unreliable effects. However, if a large enough proportion of a group's effects--even if none are reliable--occur either above or below the national level, we have an indication that the group's overall behavior tends to be above or below the national level. If, in addition to having a large proportion of its effects occurring in one direction, a group has many reliable effects, we have an indication that the group's overall behavior differs more strongly from the national level. We have adopted the following rules to describe when a group's overall behavior (1) tends to be about the same as the national level, (2) tends to be different (differs weakly) from the national level or (3) is characteristically different (differs strongly) from the national level.

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[5] A median is the point in an ordered set of values below which 50% of the values occur. For a more complete description of the median, see the General Information Yearbook, Appendix E (Report 02-GIY).

1. A group's overall behavior on a theme tends to be about the same as the national level if fewer than 75% of its effects occur either above or below the national level. In other words, if a group's upper quartile[6] effect is positive (greater than zero) and the lower quartile[6] effect is negative (less than zero), the group's overall behavior tends to be about the same as the national level.

2a. A group's overall behavior on a theme tends to be above the national level if at least 75% of its effects are positive. In other words, if a group's lower quartile effect is positive, the group's overall behavior tends to be above the national level.

2b. A group's overall behavior on a theme tends to be below the national level if at least 75% of its effects are negative. In other words, if a group's upper quartile effect is negative, the group's overall behavior tends to be below the national level.

3a. A group's overall behavior on a theme is characteristically above the national level if at least 75% of its effects are positive and if more than 50% of its effects are reliably greater than zero.

3b. A group's overall behavior on a theme is characteristically below the national level if at least 75% of its effects are negative and if more than 50% of its effects are reliably less than zero.

Both directional tendencies and directional characteristics provide a means of comparing each group's overall behavior with the national level. They do not tell us, however, on which exercises a group behaves quite differently than we would expect on the basis of its overall behavior.

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[6] The lower quartile is the point in an ordered set of values below which 25% of the values occur. The upper quartile is the point in an ordered set of values below which 75% of the values occur. For a more complete description of the quartiles, see the General Information Yearbook, Appendix E (Report 02-GIY).

Atypical Group Behaviors

In addition to describing each group's overall behavior relative to the national level, we describe each group's specific behaviors relative to its own overall level of behavior. As we stated earlier, a suitable number that describes a group's overall behavior is its median effect. Note on Exhibit M-1 how a group's effects distribute around the median point. An arrow (→) indicates the location of the median point of each distribution. For many groups, some effects stand notably apart from most of those in the distribution. We can think of these outstanding effects as representing a group's *atypical* behaviors, that is, the group's specific effects that differ markedly from its overall behavior (or median level). We have adopted the following rule to identify those exercises on which a group exhibits atypical behavior.

If an effect for a given exercise departs from the median effect by an amount *at least two and one half times as large as the pooled standard error*[7] *of all the group's effects for* a given set of exercises (theme), the group's behavior on that exercise is *atypical*. Again, look at the example exhibit (M-1). The zero line (0) represents the national level of behavior. An effect is represented by a box with an X (☒) unless it is atypical. An atypical effect is represented by an open box (☐).

If a group's overall behavior has no directional tendency, that is, if it tends to be about the same as the national level, it suffices to say that an atypical behavior is *high* or *low* for that group. See, for example, the distribution of effects for the small-city group (SC) on Exhibit M-1.

On the other hand, if a group's overall behavior has either a directional tendency or a directional characteristic *above* the national level, or if a group's overall behavior has either a directional tendency or a directional characteristic *below* the national level, it is *not* sufficient to say that a group's atypical behavior is simply high or low. Consider, for example, the distributions for two groups from Exhibit M-1. The overall behavior for the no-high-school (NHS) parental-education group is characteristically below the national level, and the overall

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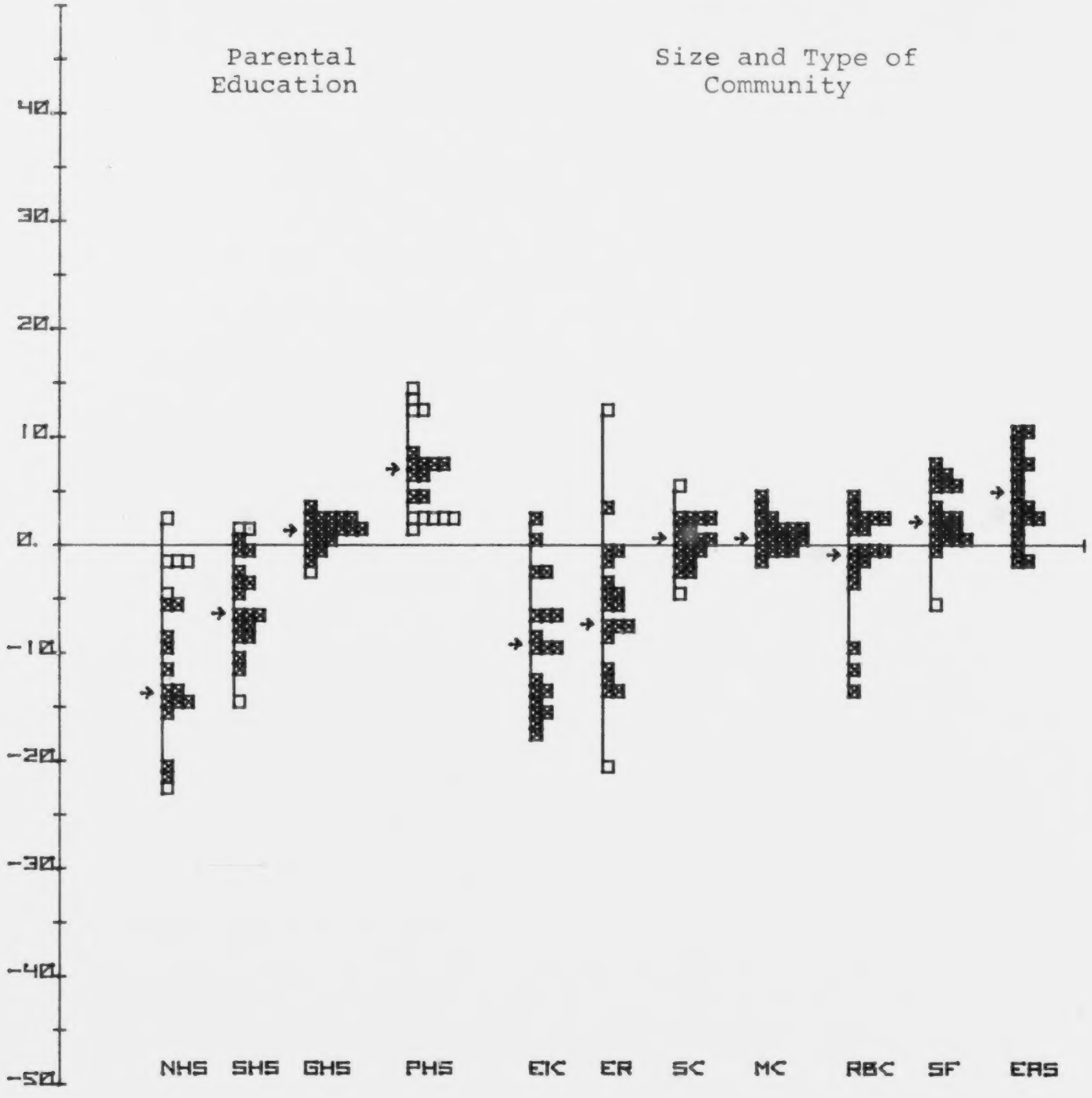
[7] Chapter 10 and Appendix C of the *General Information Yearbook* (Report 02-GIY) discuss the meaning and use of the standard error. Appendix C gives the formula for the pooled standard error we use.

Exhibit M-1

Example Distributions of Effects



Median Effect	-13.7	-6.3	1.3	7.0	-9.2	-7.3	0.6	0.6	-0.9	2.2	4.9

KEYS:

Region

SE	Southeast
W	West
C	Central
NE	Northeast

Sex

M	Male
F	Female

Color

B	Black
W	White

Parental Education

NHS	No High School
SHS	Some High School
GHS	Graduated from High School
PHS	Post High School

Size and Type of Community (STOC)

EIC	Extreme Inner City
ER	Extreme Rural
SC	Small City
MC	Medium City
RBC	Rest of Big City
SF	Suburban Fringe
EAS	Extreme Affluent Suburb

Size of Community (SOC)

BC	Big City
SP	Smaller Places
MC	Medium City
UF	Urban Fringe

behavior for the post-high-school (PHS) group is characteristically above the national level. The atypically low behaviors of the NHS group are even farther from the national level than its own median level while the atypically low behaviors of the PHS group would be closer to the national level than its own median level. Conversely, the atypically high behaviors of the PHS group are even farther from the national level than its own median level while the atypically high behaviors of the NHS group are closer to the national level than its own median level.

It seems logical that we consider together (1) those atypical behaviors that are farther from the national level than a group's own median level, and (2) those atypical behaviors that are closer to[8] the national level than a group's own median level.

In summary, in the age level chapters (3, 4, 5 and 6), we give particular attention to those exercises on which each group had atypical behaviors. If a group's overall behavior has no directional tendency, we describe the group's overall behaviors as being either high or low. If a group's overall behavior has a directional tendency or a directional characteristic, we describe the group's atypical behaviors as farther from or closer to the national level than the group's own median level.

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[8] An atypical effect (or behavior) described as closer to the national level most often is less extreme in the same direction as a group's tendency or characteristic. It sometimes happens, however, that a "closer to" atypical behavior occurs in the opposite direction from the national level as the group's median level. We use the single term, closer to, to describe all atypical behaviors that depart from a group's median level in the direction of the national level.

CHAPTER 1

THEME 5: GLEANING SIGNIFICANT FACTS FROM PASSAGES

The reading materials of Theme 5: Gleaning Significant Facts From Passages are line-by-line narrative passages such as those found in stories, poems or newspaper and magazine articles. While the types of materials discussed in Themes 2-4 are common, and an ability to glean information from them is necessary, most persons spend more time reading line-by-line narrative than all other types of materials combined. It is necessary, therefore, that in addition to being able to understand words and word relationships, a reader be able to glean those facts from line-by-line narrative that support the author's main idea or the topic of a passage, that is, the significant facts. An individual who is unable to do so may form only a vague general impression of what the author is saying. A thorough comprehension of the author's message requires that his supporting facts be understood since they serve to illustrate his primary message, support a conclusion, show an application of an idea and so on.

One type of exercise in Theme 5 requires only the simple recognition of factual information. One exercise, for example, asks the reader which of several statements describes one of the characters in the story.

Another type of exercise requires the reader to relate one fact to another without reference to the main idea. For example, in an exercise describing the general differences between sports cars and ordinary passenger cars, the reader is required to relate the fact that sports cars corner well to the fact they are small and low.

Still another type of exercise requires the reader to relate a single fact to the total message. For example, in a poem that describes a cat spilling a button box, the reader must identify the words that tell when the buttons were spilled.

A fourth type of exercise requires the reader to retain factual information for a short period of time. The administration of these exercises involved having the reader exposed to the material only once. He was then asked to recall some specific facts without referring to the story. On one exercise, for example, after reading a brief narrative, the reader is asked to recall (without referring to the story) the city in which the story took place, and in what month and day.

Readers who can successfully recognize, relate and retain facts will need these skills in order to recognize the main idea of a passage or the authors organizational mode (Theme 6), draw inferences from a passage (Theme 7) or read a passage critically (Theme 8).

CHAPTER 2

SUMMARY OF RESULTS

In summarizing the data for Theme 5: Gleaning Significant Facts From Passages, we compare the overall performances of the various groups to the national level on the set of exercises representing Theme 5. An overall performance represents the behavior we would expect on the basis of the data at hand, from a given group on gleaning significant facts from passages.

Exhibit 2-1 shows the median group effects at each age level. Exhibit 2-2 shows the directional tendencies and the directional characteristics[1] of the overall group behaviors represented by the median effects.

1. A zero (0) indicates that a group's overall behavior tends to be about the same as the national level.

2a. A plus sign (+) indicates that a group's overall behavior tends to be above the national level.

2b. A minus sign (-) indicates that a group's overall behavior tends to be below the national level.

3a. A double plus sign (++) indicates that a group's overall behavior is characteristically above the national level.

3b. A double minus sign (--) indicates that a group's overall behavior is characteristically below the national level.

---

[1] These terms are defined in Methods of Describing the Data, in the section Summarizing the Data.

EXHIBIT 2-1

Median Group Effects at Each Age Level

Age Level	9	13	17	Adult
No. of Effects	(29)	(37)	(35)	(20)
Region				
Southeast	-4.4	-4.8	-4.4	-6.7
West	-1.1	-1.0	-0.3	1.9
Central	2.7	2.3	1.6	1.5
Northeast	1.9	2.7	1.7	1.0
Sex				
Male	-3.1	-3.6	-1.8	0.0
Female	3.2	3.4	1.8	0.0
Color				
Black	-15.2	-15.5	-15.1	-15.7
White	2.5	2.9	2.3	2.0
Parental Education				
No High School	-8.5	-12.8	-12.0	-5.5
Some High School	-3.9	-4.3	-4.8	0.6
Graduated High School	0.7	0.9	-0.2	1.7
Post High School	6.9	7.1	5.1	5.7
Size and Type of Community*				
Extreme Inner City	-14.4	-8.0	-7.5	
Extreme Rural	-3.7	-3.8	-1.3	
Small City	0.0	-1.2	-1.5	
Medium City	0.1	0.2	1.7	
Rest of Big City	0.8	-1.4	1.9	
Suburban Fringe	1.0	3.0	0.6	
Extreme Affluent Suburb	8.7	7.9	5.8	
Size of Community				
Big City				-3.8
Small Place				1.1
Medium City				0.4
Urban Fringe				1.7

*Type-of-community information was not available for out-of-school individuals (young adults and some 17-year-olds). Size-and-type-of-community median effects at age 17 apply only to those in school.

EXHIBIT 2-2

Directional Tendencies and Directional Characteristics

Age Level	9	13	17	Adult
Region				
Southeast	--	--	--	--
West	0	-	0	+
Central	+	+	+	+
Northeast	+	+	+	0
Sex				
Male	--	--	--	0
Female	++	++	++	0
Color				
Black	--	--	--	--
White	++	++	++	++
Parental Education				
No High School	-	--	--	--
Some High School	-	-	--	+
Graduated High School	0	+	0	+
Post High School	++	++	++	++
Size and Type of Community*				
Extreme Inner City	--	-	-	
Extreme Rural	-	-	0	
Small City	0	0	-	
Medium City	0	0	+	
Rest of Big City	0	0	0	
Suburban Fringe	0	+	0	
Extreme Affluent Suburb	++	++	++	
Size of Community				
Big City				-
Small Place				+
Medium City				0
Urban Fringe				+

*Type-of-community information was not available for out-of-school individuals (young adults and some 17-year-olds). Size-and-type-of-community median effects at age 17 apply only to those in school.

CHAPTER 3

RESULTS FOR AGE 9

The 9-year-olds participating in the 1970-71 Reading assessment were born during the calendar year 1961. About three fourths of them were enrolled in the fourth grade at the time of the assessment and most of the remainder were enrolled in the third grade.

First, we describe each group's overall behavior on the Theme 5 exercises, then we indicate those exercises on which the group's performance differs atypically from the group's median level. Finally, we present each released exercise and an exhibit showing the results for each group on that exercise.

Twenty four specific effects (behaviors) on gleaning significant facts from passages are summarized at age 9. Thirteen of these represent released exercises and are described in detail. The other 11 behaviors represent unreleased exercises to be used in future assessments. Exhibit 3-1 shows the distribution of the 24 effects representing Theme 5 for each group relative to the national level indicated by the 0 line. Each group's median level is indicated by an arrow (→). Each specific behavior is represented by a box with an X (☒) unless it differs atypically from the group's median level; then it is represented by an open box (☐).

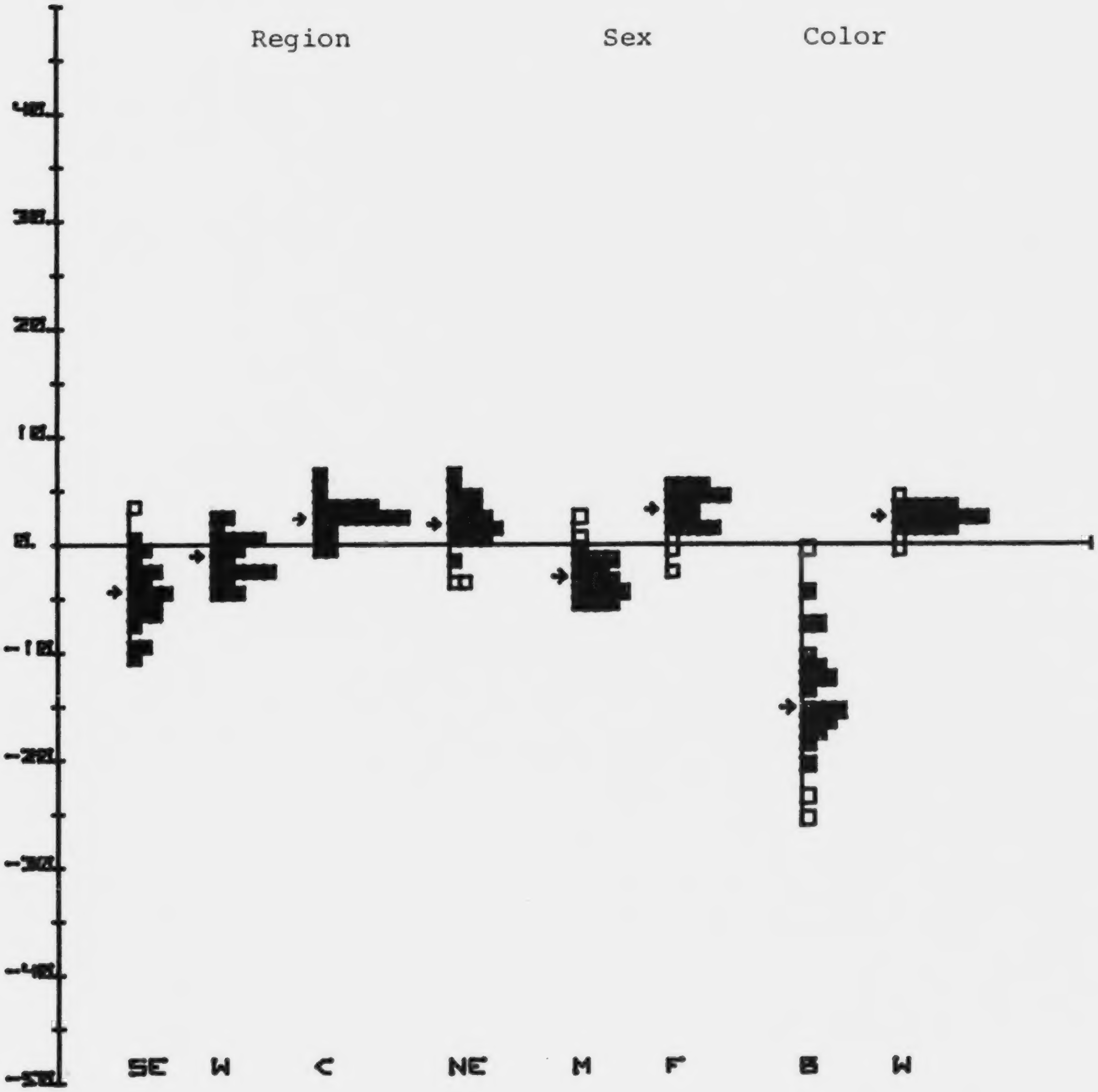
When a group's overall behavior has been described as tending to be above (+) or tending to be below (-) or as characteristically above (++) or characteristically below (--) the national level, a specific behavior for that group can be: (1) atypically farther from the national level than is the group's median level or (2) atypically closer to[1] the national level.

---

[1] An atypical effect (or behavior) described as closer to the national level may be (1) less extreme in the same direction as a group's tendency or characteristic, or (2) it may occur in the opposite direction from the national level as the group's median level.

EXHIBIT 3-1A

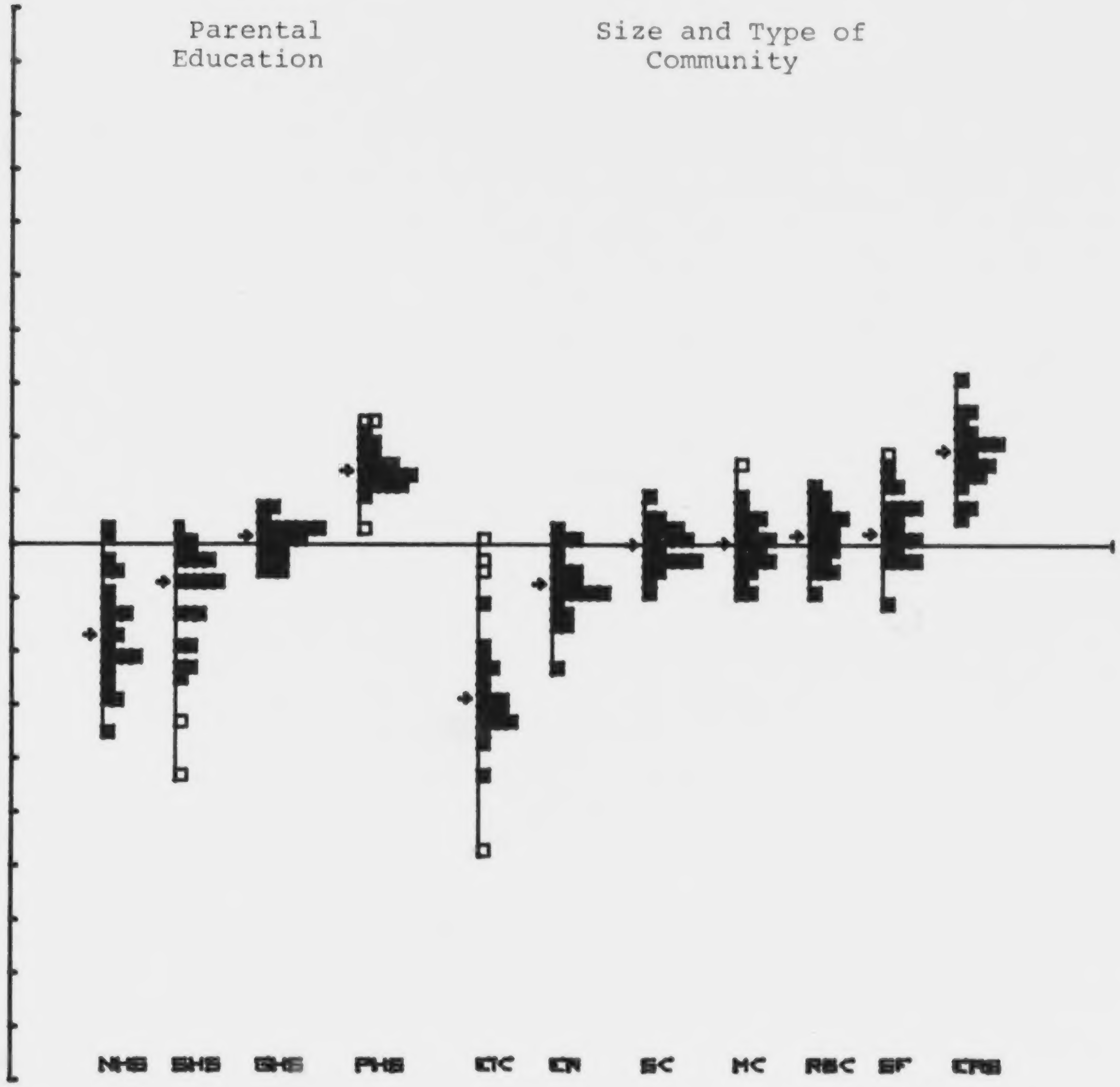
Distributions of Effects for Age 9



Median Effect	-4.4	-1.1	2.7	1.9	-3.1	3.2	-15.2	2.5

EXHIBIT 3-1B

Distributions of Effects for Age 9



Median-8.5 0.7 -14.4 -0.0 0.8 8.7
Effect
-3.6 6.9 -3.7 0.1 1.0

When a group's overall behavior has been described as being about the same (0) as the national level, a specific behavior for that group can be atypically high or atypically low relative to the group's median level.

Region

Southeastern 9-year-olds had a median effect of -4.4 and an overall behavior characteristically below the national level. In contrast, Northeastern 9-year-olds, with a median effect of 1.9, had an overall behavior tending to be above the national level. The performance of both groups, however, was atypically closer to the national level on one released exercise (R507) that required detecting what "moon" was compared to. In fact, the performance of the Southeastern group was above the national level (3%) while that of the Northeastern group was below the national level by the same amount. The behavior of the Northeastern group was atypically closer to the national level on another released exercise (R502) that required recognizing two reasons why a sports car corners more easily than a passenger car.

Central 9-year-olds had a median effect of 2.7 and an overall behavior tending to be above the national level. The Western group had a median effect of -1.1; their overall behavior showed no clear directional tendency. Neither group performed atypically on any exercise.

Sex

Boys had a median effect of -3.1 and an overall behavior characteristically below the national level, while the girls had a median effect of 3.2 with an overall behavior characteristically above the national level. The behavior of both boys and girls was atypically closer to the national level on Exercise R507 (compare "moon") and on an unreleased exercise (U519) regarding knowledge about atmospheric layers. Girls also behaved atypically closer to the national level on another released exercise (R509) regarding Helen Keller's method of "seeing" and "hearing."

Color

With a median effect of -15.2, Black 9-year-olds had an overall behavior characteristically below the national level while White 9-year-olds had a median effect of 2.5 and had an overall behavior characteristically above the national level. The behavior of both groups was atypically closer to the national level on an unreleased exercise (U505) regarding a description of the Constitution and on one part (R50603) of a released exercise regarding the treatment of poison ivy on the eyelids. Blacks also performed atypically closer to the national level on another part of the same exercise (R50601) on how to avoid dermatitis once exposed to poison ivy and on Exercise R507 (compare "moon"). Both Blacks and Whites performed atypically farther from the national level on Exercise R509 (Helen Keller). Blacks also behaved atypically farther from the national level on unreleased Exercise U521 that required recalling what workmen were doing.

Parental Education[2]

The no-high-school and some-high-school groups had median effects of -8.5 and -3.9, respectively. The overall behavior of both groups tended to be below the national level. The no-high-school group had no atypical behaviors. The some-high-school group, however, performed atypically farther from the nation on Exercise R511 regarding Silky's feelings about bean soup and Exercise R520 regarding wet weather.

With a median effect of 0.7, the graduated-from-high-school group had an overall behavior tending to be about the same as the national level and had no atypical behaviors.

The post-high-school group had a median effect of 6.9 and had an overall behavior characteristically above the national level. Their behavior was atypically farther from the national level on a released exercise (R517) regarding changes in environmental balance and an unreleased exercise (U519) regarding knowledge about atmospheric layers. They performed atypically closer to the national level on unreleased Exercise U505 regarding a description of the Constitution.

Size and Type of Community[3]

The extreme-inner-city group had a median effect of -14.4 and an overall behavior characteristically below the national level. They performed atypically farther from the national level on Exercise R509 (Helen Keller). Their behavior was atypically closer to the national level on Exercises U505 (Constitution), R50603 regarding treatment of poison ivy on the eyelids and U510 recalling what men were doing.

---

[2] See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the parental-education groups.

[3] See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the size-and-type-of-community groups.

With a median of -3.7, the extreme-rural group had an overall behavior tending to be below the national level. They did not perform atypically on any exercise.

The small-city, medium-city, rest-of-big-city and suburban-fringe groups had median effects of 0.0, 0.1, 0.8 and 1.0, respectively. The overall behavior of all four groups is best described as tending to be about the same as the national level. The behavior of the medium-city group was atypically high on Exercise R503 on how Helen Keller studied problems of the blind, and that of the suburban-fringe group was atypically high on Exercise U521 that required recalling what workmen were doing. The small-city and rest-of-big-city groups had no atypical behaviors.

With a median effect of 8.7, the extreme-affluent-suburb group's overall behavior was characteristically above the national level. They had no atypical behaviors.

* * * * * * * * *

The data for each released exercise representing gleaning significant facts from passages is presented in the following manner. The upper part of the left page shows the exercise number and age level. Then the exercise is shown exactly as it appeared to the respondent except here the correct choice is marked. The percentage of 9-year-olds choosing each answer is also shown.

The exhibit on the lower part of the page shows the national percentage of success and the percentage of success for each group both tabularly (leftmost column of figures) and graphically (horizontal bars). The second column of figures on the left side of the exhibit shows the effects for all groups with asterisks (*) indicating those that are reliably different from the national percentage of success. In addition to the percentage of success, the effects can also be seen graphically. Note the vertical dashed line descending from the end of the national percentage bar. This allows a visual comparison of each group's percentage of success with the national percentage of success.

The right page again gives the exercise number and age level. It also gives the objective and major subobjective for which the exercise was written and a brief description of the exercise with unusual or interesting responses pointed out when appropriate.

RELEASED EXERCISES

Exercise 501 -- Age 9

Read the story and answer the question on the next page. You may look back to this page if you wish.

Mr. Popper was a house painter, but what he really wanted to

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to copyright restrictions

funny story.*

Nat'l % Choosing Each Answer		Which of the following is true of Admiral Drake?
6.9	○	He made refrigerators.
10.9	○	He was at the North Pole.
16.0	○	He wanted a penguin for a pet.
4.1	○	He had a girl friend named Greta.
56.8	●	He sent a penguin in answer to Mr. Popper's letter.
3.2	○	I don't know.
2.1		No response

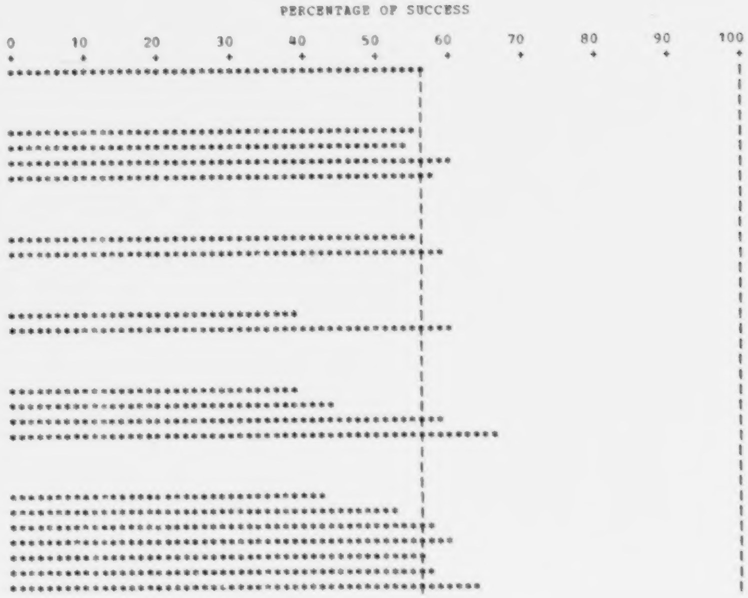
---

*Language for Daily Use, Dawson, Elwell, Zollinger, and Johnson, reprinted by permission of Harcourt, Brace and World.

N01 07 3/1 05*X501011 R1000050 9

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
56.8	---	NATIONAL	
		REGION	
55.6	-1.1		Southeast
54.0	-2.7		West
59.6	2.8		Central
57.2	0.4		Northeast
		SEX	
55.1	-1.7		Male
58.4	1.7		Female
		COLOR	
38.7	-18.1*		Black
60.0	3.2*		White
		PARENTAL EDUCATION	
38.8	-17.9*		No High School
44.1	-12.7		Some High School
58.6	1.9		Graduated High Sch.
66.1	9.3*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
42.6	-14.2*		Extreme Inner City
52.5	-4.2		Extreme Rural
57.5	0.8		Small City
59.5	2.8		Medium City
56.7	-0.1		Rest Of Big City
57.5	0.8		Suburban Fringe
63.3	6.6		Extreme Aff Suburb



Exercise 501 -- Age 9

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

One of the major supporting facts of the story is that Admiral Drake sent Mr. Popper a live penguin, and 57% of all 9-year-olds were able to recognize this fact. The 16% who chose "He wanted a penguin for a pet" may have confused Mr. Popper and Admiral Drake. The 11% who said "He was at the North Pole" may have confused North Pole and South Pole.

Exercise 502 -- Age 9

Read the passage and answer the question which follows it.

A sports car differs from an ordinary passenger car in that

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better gas mileage than an ordinary passenger car.*

Nat'l % Choosing Each Answer		Which of these is the reason that a sports car can turn a corner more easily than passenger cars?
11.3	○	Compact size and disk brakes
10.9	○	Coil suspension and power steering
42.2	●	Small size and low center of gravity
7.5	○	Great length and minimum of accessories
10.7	○	Road gripping lines and heavy shock absorbers
15.7	○	I don't know.
1.7		No response

---

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*01 10  3/1  03*T502011 R10000S0                       9 13 17 A

                                  NATIONAL AND GROUP PERCENTAGES OF SUCCESS

 % OF     GROUP                                                          PERCENTAGE OF SUCCESS
SUCCESS   EFFECT   VARIABLE______GROUP
                                            0         10        20        30        40        50        60        70        80        90        100
                                            +         +         +         +         +         +         +         +         +         +         +
  42.2     ---     NATIONAL                 ******************************************

                   REGION
  37.8    -4.4*                 Southeast   **************************************
  44.9     2.7                       West   *********************************************
  46.6     4.4*                   Central   ***********************************************
  39.0    -3.2                  Northeast   ***************************************

                   SEX
  39.8    -2.4*                      Male   ****************************************
  44.6     2.4*                    Female   *********************************************

                   COLOR
  30.4   -11.8*                     Black   ******************************
  44.0     1.8*                     White   ********************************************

                   PARENTAL EDUCATION
  38.0    -4.2             No High School   **************************************
  42.8     0.6           Some High School   *******************************************
  44.8     2.6        Graduated High Sch.   *********************************************
  49.0     6.8*          Post High School   *************************************************

                   SIZE-AND-TYPE
                   OF COMMUNITY
  26.7   -15.5*        Extreme Inner City   ***************************
  38.8    -3.4              Extreme Rural   ***************************************
  43.0     0.8                 Small City   *******************************************
  44.7     2.5                Medium City   *********************************************
  42.7     0.5            Rest Of Big City  *******************************************
  43.2     1.0            Suburban Fringe   *******************************************
  48.6     6.4         Extreme Aff Suburb   *************************************************
```

Exercise 502 -- Age 9

Overlap: Ages 13, 17, Adult

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

The facts in this passage support the central thought of how sports cars differ from ordinary passenger cars. In order to succeed on this exercise, 9-year-olds had to relate two of these facts that explain why a sports car corners better than a passenger car. Nationally, 42% were successful.

Exercise 503 -- Age 9

Read the passage and answer the question on the next page.

Helen Keller was born in 1880 in Tuscumbia, Alabama. When

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including an autobiography of her early years.*

Nat'l % Choosing Each Answer	When did Helen Keller study the problems of the blind?
6.7	○ As a major subject in college
7.4	○ Before deciding to go to college
54.8	● After she graduated from Radcliffe
25.5	○ During the time she was taught by Miss Sullivan
5.2	○ I don't know.
0.4	No response

---

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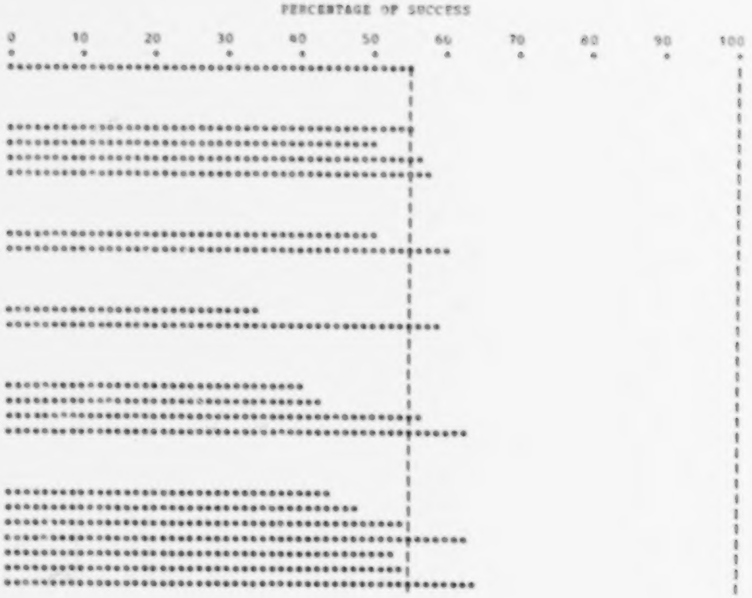
N01 14 3/1 03*X503012 R02000S0 9 13 77

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
54.8	---	NATIONAL	
		REGION	
54.5	-0.3		Southeast
50.1	-4.7		West
56.7	1.8		Central
57.1	2.3		Northeast
		SEX	
49.7	-5.1*		Male
59.9	5.0*		Female
		COLOR	
34.1	-20.7*		Black
58.4	3.6*		White
		PARENTAL EDUCATION	
40.5	-14.3*		No High School
43.0	-11.8*		Some High School
56.3	1.5		Graduated High Sch.
62.1	7.3*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
43.1	-11.7*		Extreme Inner City
47.6	-7.2		Extreme Rural
53.4	-1.4		Small City
62.1	7.3		Medium City
53.1	-1.7		Rest Of Big City
53.4	-1.5		Suburban Fringe
64.1	9.3		Extreme Aff Suburb



Exercise 503 -- Age 9

Overlap: Ages 13, 17

Objective II: Analyze what is read.
Subobjective B: Perceive the structure and organization of the work.

On this exercise, 9-year-olds had to relate the fact that Helen Keller studied the problems of the blind to the total message of how she overcame the handicaps of blindness and deafness and then went on to help others with similar problems. While 55% were successful, more than 25% said "During the time she was taught by Miss Sullivan," thus indicating they confused her overcoming her own handicaps with her studying the problems of the blind. They did not properly relate the fact, study the problems of the blind, to the total message.

Exercise 506 -- Age 9

Read the passage and answer the questions on the next three pages. You may look back to this page if you wish.

POISON IVY*

The interval for burning, itching, and finally water-filled

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application is broken.

*Poison-Ivy and Poison-Sumac, Glen S. Winterringer, reprinted by permission of the State of Illinois.

(50601)

Nat'l % Choosing Each Answer	Which of the following is essential to avoid ivy dermatitis once a person is exposed to poison ivy?
8.8	○ Cut down the ivy plant.
19.5	○ Do not scratch the affected area.
8.4	○ Put calamine lotion on the affected area.
6.5	○ Put iron salt solution on the exposed areas.
41.0	● Wash all exposed areas within about five minutes of exposure.
10.9	○ I don't know.
5.0	No response

```
*02 12  3/1  05*X506011 R10000S0                      9 13 17 A

                                        NATIONAL AND GROUP PERCENTAGES OF SUCCESS

 % OF     GROUP                                                        PERCENTAGE OF SUCCESS
SUCCESS   EFFECT   VARIABLE______GROUP
                                           0         10        20        30        40        50        60        70        80        90        100
                                           +         +         +         +         +         +         +         +         +         +         +
  41.0     ---     NATIONAL                *****************************************!                                                           !

                   REGION
  38.7    -2.4                Southeast    ***************************************  !
  38.3    -2.7                     West    **************************************   !
  43.5     2.5                  Central    *****************************************!***
  42.3     1.3                Northeast    *****************************************!*

                   SEX
  37.1    -3.9*                    Male    *************************************    !
  45.2     4.2*                  Female    *****************************************!****

                   COLOR
  33.5    -7.5*                   Black    **********************************       !
  42.4     1.4*                   White    *****************************************!*

                   PARENTAL EDUCATION
  42.2     1.1           No High School    *****************************************!*
  37.3    -3.8         Some High School    *************************************    !
  41.6     0.6      Graduated High Sch.    *****************************************!*
  45.3     4.3*        Post High School    *****************************************!****

                   SIZE-AND-TYPE
                   OF COMMUNITY
  26.6   -14.4*      Extreme Inner City    ***************************              !
  40.8    -0.2            Extreme Rural    *****************************************!
  39.9    -1.2               Small City    **************************************** !
  44.4     3.4              Medium City    *****************************************!***
  41.1     0.0          Rest Of Big City   *****************************************!
  41.9     0.8          Suburban Fringe    *****************************************!*
  48.0     7.0       Extreme Aff Suburb    *****************************************!*******
```

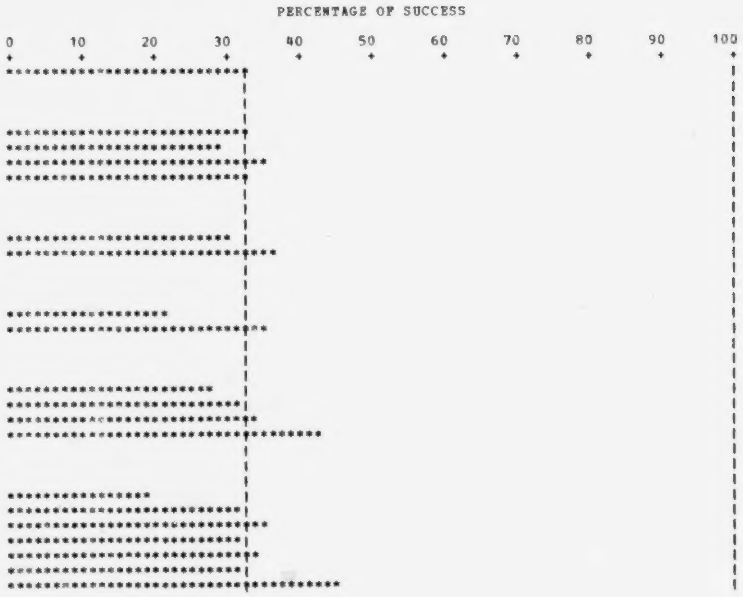
(50602)

Nat'l % Choosing Each Answer		Which of the following will soothe the itching from ivy poisoning?
6.1	○	Cut down the ivy plant.
12.3	○	Do not scratch the affected areas.
32.7	●	Put calamine lotion on the affected areas.
9.2	○	Put iron salt solution on the exposed areas.
13.4	○	Wash all exposed areas within about five minutes of exposure.
14.7	○	I don't know.
11.7		No response

M02 12 4/1 03*X506021 91000050 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
32.7	---	NATIONAL	
		REGION	
32.9	0.2		Southeast
29.0	-3.7*		West
34.9	2.2		Central
32.9	0.2		Northeast
		SEX	
29.5	-3.2*		Male
36.1	3.4*		Female
		COLOR	
21.4	-11.3*		Black
34.6	1.9*		White
		PARENTAL EDUCATION	
27.6	-5.1		No High School
31.0	-1.7		Some High School
33.5	0.8		Graduated High Sch.
42.4	9.7*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
18.4	-14.3*		Extreme Inner City
31.7	-1.0		Extreme Rural
34.5	1.8		Small City
31.1	-1.6		Medium City
33.9	1.2		Rest Of Big City
31.6	-1.1		Suburban Fringe
45.1	12.4		Extreme Aff Suburb



(50603)

Nat'l % Choosing Each Answer	What should you do if the ivy poisoning affects your eyelids?
12.2	○ Apply calamine lotion.
7.9	○ Apply iron salt solution.
12.8	○ Apply mild soap solution.
21.3	● Apply wet packs of boric acid solution.
20.4	○ Apply a paste of baking soda and cornstarch.
15.9	○ I don't know.
9.5	No response

```
N02 12  5/1  04*X506031 R10000S0                    9 13 17 A

                                          NATIONAL AND GROUP PERCENTAGES OF SUCCESS

                                                                             PERCENTAGE OF SUCCESS
 % OF    GROUP
SUCCESS   EFFECT    VARIABLE_______GROUP     0       10      20      30      40      50      60      70      80      90      100
                                             +       +       +       +       +       +       +       +       +       +       +
  21.3     ---    NATIONAL                   *****************|                                                              |
                                                              |                                                              |
                                                              |                                                              |
                  REGION                                      |                                                              |
  18.8     -2.4                   Southeast  ***************  |                                                              |
  22.6      1.3                        West  *****************|*                                                             |
  21.2     -0.1                     Central  *****************|                                                              |
  22.3      1.0                   Northeast  *****************|*                                                             |
                                                              |                                                              |
                                                              |                                                              |
                  SEX                                         |                                                              |
  20.1     -1.2                        Male  **************** |                                                              |
  22.6      1.3                      Female  *****************|*                                                             |
                                                              |                                                              |
                                                              |                                                              |
                  COLOR                                       |                                                              |
  21.2     -0.1                       Black  *****************|                                                              |
  21.2     -0.0                       White  *****************|                                                              |
                                                              |                                                              |
                                                              |                                                              |
                  PARENTAL EDUCATION                          |                                                              |
  12.7    -8.6*              No High School  **********       |                                                              |
  22.2      0.9            Some High School  *****************|*                                                             |
  19.4     -1.9         Graduated High Sch.  **************** |                                                              |
  26.9     5.6*            Post High School  *****************|*****                                                         |
                                                              |                                                              |
                  SIZE-AND-TYPE                               |                                                              |
                  OF COMMUNITY                                |                                                              |
  21.3      0.0          Extreme Inner City  *****************|                                                              |
  21.8      0.5               Extreme Rural  *****************|                                                              |
  16.7    -4.6*                  Small City  *************    |                                                              |
  22.9      1.6                 Medium City  *****************|*                                                             |
  21.8      0.5            Rest Of Big City  *****************|                                                              |
  20.7     -0.5             Suburban Fringe  *****************|                                                              |
  32.2    10.9*          Extreme Aff Suburb  *****************|********                                                      |
```

(50604) Summary of the three parts of Exercise 506

3.3%	No response
35.4%	0 parts correct
35.3%	1 part correct
18.5%	2 parts correct
7.9%	3 parts correct

The exhibit below shows the percentages of success and the group effects for all three parts correct.

```
N02 12B 1/2  13*X506040 R0000000                          9 13 17 A

                                        NATIONAL AND GROUP PERCENTAGES OF SUCCESS

 % OF     GROUP                                                         PERCENTAGE OF SUCCESS
SUCCESS   EFFECT   VARIABLE_______GROUP
                                          0      10      20      30      40      50      60      70      80      90     100
                                          +       +       +       +       +       +       +       +       +       +       +
   7.6     ---     NATIONAL               *******|                                                                        |
                                                 |                                                                        |
                   REGION                        |                                                                        |
   5.4    -2.2                 Southeast  ***** |                                                                         |
   6.3    -1.3                      West  ******|                                                                         |
   8.4     0.9                   Central  *******|*                                                                       |
   9.4     1.9*                Northeast  *******|**                                                                      |
                                                 |                                                                        |
                                                 |                                                                        |
                   SEX                           |                                                                        |
   6.3    -1.3                      Male  ******|                                                                         |
   8.9     1.3                    Female  *******|*                                                                       |
                                                 |                                                                        |
                                                 |                                                                        |
                   COLOR                         |                                                                        |
   3.9    -3.7*                    Black  ****   |                                                                        |
   8.1     0.5*                    White  *******|                                                                        |
                                                 |                                                                        |
                                                 |                                                                        |
                   PARENTAL EDUCATION            |                                                                        |
   7.0    -0.5            No High School  *******|                                                                        |
   6.1    -1.5          Some High School  ******|                                                                         |
   6.6    -1.0       Graduated High Sch.  ******|                                                                         |
  11.2     3.6*         Post High School  *******|***                                                                     |
                                                 |                                                                        |
                   SIZE-AND-TYPE                 |                                                                        |
                   OF COMMUNITY                  |                                                                        |
   3.3    -4.3*      Extreme Inner City   ****   |                                                                        |
   7.7     0.1           Extreme Rural    *******|                                                                        |
   6.0    -1.6              Small City    ******|                                                                         |
   8.3     0.7             Medium City    *******|*                                                                       |
   8.1     0.5        Rest Of Big City    *******|                                                                        |
   7.4    -0.2         Suburban Fringe    *******|                                                                        |
  14.2     6.6*     Extreme Aff Suburb    *******|******                                                                  |
```

Exercise 506 -- Age 9

Overlap: Ages 13, 17, Adult

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

This passage explains what steps should be taken if one is exposed to poison ivy. Three types of "remedies" are asked for. Forty-one percent of 9-year-olds recognized that (if possible) one should wash the exposed areas within five minutes in order to avoid dermatitis (50601). The 20% who said "Do not scratch the affected areas" failed to grasp the message, avoid dermatitis, since "not scratching" only helps prevent its spread.

Only 33% recognized that one should apply calamine lotion if infection does occur in order to soothe the itching (50602), and only 21% recognized that wet packs of boric acid solution should be applied if the eyelids become affected (50603). The 9-year-olds who chose various incorrect answers confused the various types of "remedies" for different locations of exposure or they confused the purpose (prevention or comfort) of the remedies.

Only 8% were able to answer all three questions correctly (50604), and 19% answered two parts correctly. Thirty-five percent failed to answer any of the questions correctly, and a like percentage answered only one part correctly. This indicates that 9-year-olds in general had a difficult time properly relating the specific facts of preventing or treating ivy poisoning to the total concept.

Exercise 507 -- Age 9

Read the story and answer the question which follows it.

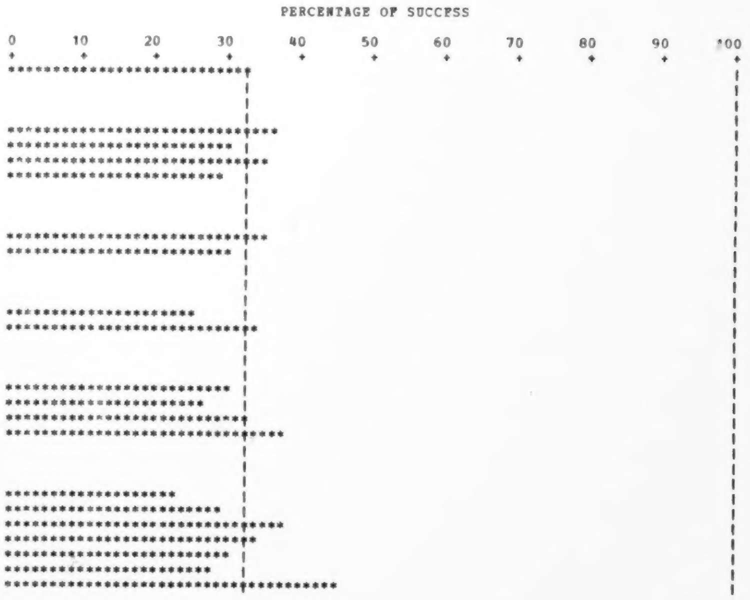
The wind whistled woefully as it wound its way through the nearly leafless trees. The pale yellow moon cast eerie shadows as it slipped in and out from behind the clouds like a blinking flashlight. Strange figures could be seen dashing and darting through the streets. Ghosts, goblins -- what could they be? What do they want? Whom have they come to haunt? Beware...

Nat'l % Choosing Each Answer	What does the author compare the moon to?
8.0	○ Clouds
32.5	● A flashlight
18.0	○ Ghosts
21.8	○ Shadows
13.2	○ The wind
4.1	○ I don't know.
0.4	No response

N07 15 3/1 02*E507011 R1000050 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
32.5	---	NATIONAL	
		REGION	
35.6	3.1		Southeast
29.5	-3.0		West
35.2	2.7		Central
29.1	-3.4		Northeast
		SEX	
34.9	2.4*		Male
30.0	-2.5*		Female
		COLOR	
24.7	-7.8*		Black
34.2	1.7*		White
		PARENTAL EDUCATION	
30.1	-2.4		No High School
26.2	-6.3		Some High School
32.6	0.1		Graduated High Sch.
37.7	5.2*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
22.4	-10.1*		Extreme Inner City
29.3	-3.2		Extreme Rural
36.9	4.4		Small City
33.3	0.8		Medium City
29.8	-2.7		Rest Of Big City
27.5	-5.0*		Suburban Fringe
45.3	12.8*		Extreme Aff Suburb



Exercise 507 -- Age 9

Overlap: Age 13

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

Only 33% of all 9-year-olds were able to glean the fact that the author compared the moon with a flashlight in the simile "moon...like a blinking flashlight." However, the tone of the passage with phrases such as "wind whistled woefully," "pale yellow moon cast eerie shadows," "Strange figures" and "Ghosts, goblins," could distract one from a comparison of a "pale yellow moon cast[ing] eerie shadows" to anything as banal as a flashlight. "Ghost," "Shadows" and "The wind" were chosen respectively by 18%, 24% and 13% of the 9-year-olds.

Exercise 509 -- Age 9

Read the passage and answer the question which follows it.

Helen Keller was born in 1880 in Tuscumbia, Alabama. When

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alphabet and could read and write.*

Nat'l % Choosing Each Answer	Miss Sullivan's method of teaching chiefly made use of what?
18.8	○ Writing
6.6	○ Gestures
4.4	○ Pictures
11.1	○ Sound waves
53.6	● Sense of touch
5.2	○ I don't know.
0.4	No response

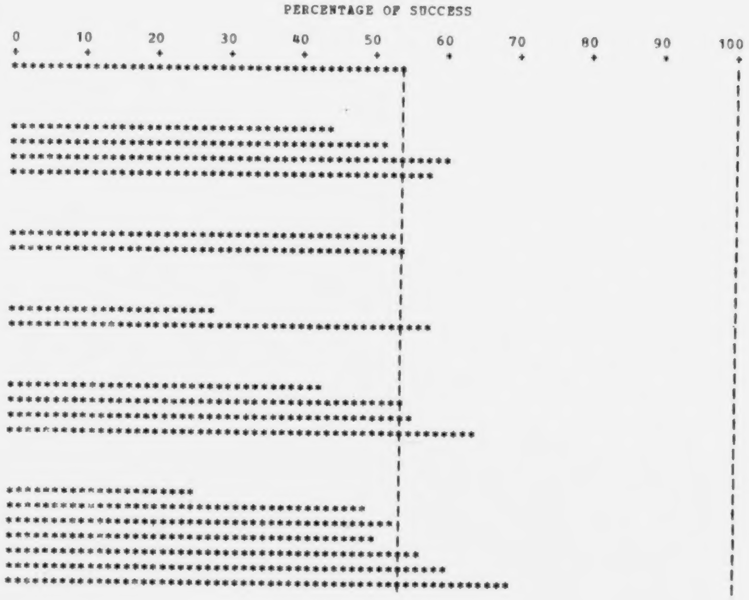
---

*Golden Home and High School Encyclopedia, reprinted by permission of Golden Press, Inc.

N03 13 3/1 05*X509014 R00040S0 9 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
53.6	---	NATIONAL	
		REGION	
43.5	-10.0*		Southeast
51.0	-2.6		West
59.6	6.0*		Central
57.9	4.3		Northeast
		SEX	
52.9	-0.7		Male
54.2	0.6		Female
		COLOR	
27.7	-25.9*		Black
57.6	4.1*		White
		PARENTAL EDUCATION	
42.9	-10.7*		No High School
53.1	-0.4		Some High School
54.7	1.1		Graduated High Sch.
63.8	10.2*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
24.7	-28.9*		Extreme Inner City
48.9	-4.7		Extreme Rural
52.0	-1.6		Small City
49.6	-4.0		Medium City
56.3	2.7		Rest Of Big City
59.6	6.0		Suburban Fringe
68.8	15.2*		Extreme Aff Suburb



Exercise 509 -- Age 9

Overlap: Age 17

Objective IV: Reason logically from what is read.
Subobjective A: Draw appropriate inferences from the material that is read and "read between the lines" where necessary.

This exercise required 9-year-olds to relate many facts to the total message of how Helen Keller overcame her double handicaps by using the sense of touch. Since the words "sense of touch" never occur in the passage and must be inferred, this exercise could have been included in Theme 7: Drawing Inferences. Fifty-four percent of 9-year-olds selected "sense of touch," but 19% chose "writing" and 11% said "sound waves." Note that the Black and inner-city groups performed at about one half the national level.

Exercise 511 -- Age 9

Read the story and answer the question which follows it.

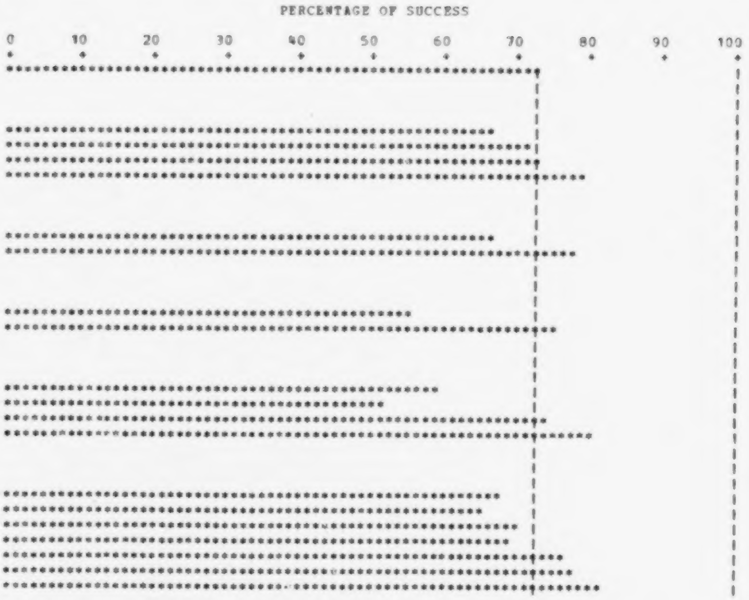
Of all the things to eat in the world, Silky the Spider liked bean soup the best. He could eat a whole riverful of bean soup. The trouble was that bean soup was hard to find, especially for a spider, so Silky used to knock on door after door asking whoever opened the door if he had any bean soup for sale. One day, a woman named Mrs. Bean opened her door. When Silky found out her name, he gulped her right down. Boy, did he have a pain in his stomach after that!

Nat'l % Choosing Each Answer	How did Silky feel about bean soup?
7.9	○ Silky hated bean soup.
7.6	○ Silky couldn't stand bean soup.
7.8	○ Silky never thought about bean soup.
72.2	● Silky thought bean soup was delicious.
4.0	○ I don't know.
0.6	No response

N04 09 3/1 04*X511014 P0004050 9

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
72.2	---	NATIONAL	
		REGION	
65.8	-6.4*		Southeast
71.5	-0.7		West
72.6	0.4		Central
78.4	6.2*		Northeast
		SEX	
66.8	-5.4*		Male
77.2	5.0*		Female
		COLOR	
55.4	-16.8*		Black
75.6	3.4*		White
		PARENTAL EDUCATION	
59.2	-13.0*		No High School
51.2	-21.0*		Some High School
73.5	1.3		Graduated High Sch.
79.7	7.5*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
66.9	-5.3		Extreme Inner City
65.5	-6.7*		Extreme Rural
69.8	-2.4		Small City
68.2	-4.0*		Medium City
76.6	4.4		Rest Of Big City
78.1	5.9*		Suburban Fringe
81.4	9.2*		Extreme Aff Suburb



Exercise 511 -- Age 9

Objective IV: Reason logically from what is read.
Subobjective A: Draw appropriate inferences from the material
that is read and "read between the lines" where necessary.

The answer to this exercise can be gleaned from the first sentence. While the rest of the passage supports the message that Silky thought bean soup was delicious, it is not really necessary. While the fact that Silky thought bean soup was delicious is not stated explicitly, the first sentence leaves little to infer. Seventy-two percent of 9-year-olds chose the correct answer. It would have been interesting to see what percentage of 9-year-olds could choose the correct answer if the first sentence were eliminated from the passage; this would make the correct answer truly an inference.

Exercise 513 -- Age 9

Read the story and answer the question which follows it.

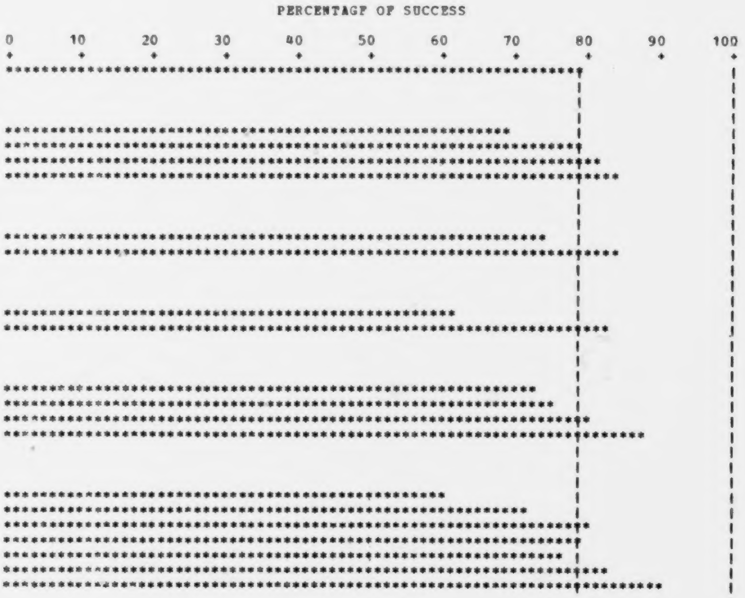
The thing that Silky the Spider hated most was rain. Whenever it rained, his mother would take a big bar of soap and scrub him all over. Then the rain would wash all the dirt and soap away. That didn't make Silky happy because he really liked dirt.

Nat'l % Choosing Each Answer	Which one of these sentences tells BEST how Silky felt about rain?
5.9	○ Silky liked the rain.
4.6	○ Silky thought rain was fun.
8.2	○ Silky was happy when it rained.
78.7	● Silky didn't like the rain at all.
2.6	○ I don't know.
0.1	No response

N05 13 3/1 04*X513011 R1000050 9

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
78.7	---	NATIONAL	
		REGION	
69.0	-9.7*		Southeast
79.1	0.4		West
81.7	3.0		Central
83.2	4.5*		Northeast
		SEX	
73.9	-4.8*		Male
83.6	4.9*		Female
		COLOR	
61.1	-17.6*		Black
81.9	3.2*		White
		PARENTAL EDUCATION	
72.6	-6.1		No High School
74.9	-3.8		Some High School
79.6	0.9		Graduated High Sch.
87.2	8.5*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
60.5	-18.2*		Extreme Inner City
70.8	-7.9		Extreme Rural
79.9	1.2		Small City
78.6	-0.1		Medium City
76.0	-2.7		Rest Of Big City
82.4	3.7		Suburban Fringe
90.3	11.6*		Extreme Aff Suburb



Exercise 513 -- Age 9

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

Seventy-nine percent of all 9-year-olds correctly stated that "Silky didn't like the rain at all." The answer can be gleaned from the first sentence. The rest of the passage relates more to why Silky did not like the rain.

Exercise 515 -- Age 9

Read the poem and answer the question on the next page.

As the cat climbed over

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scattered in all directions.*

Nat'l % Choosing Each Answer		Which words tell when the buttons scattered?
2.8	○	When the cat's nose pushed the box
10.2	○	*When the cat's forepaw struck the box*
6.2	○	When the cat's tail knocked the box over
76.7	●	When the cat's hind foot caught in the box
3.6	○	I don't know.
0.3		No response

---

*The Collected Earlier Poems of William Carlos Williams, William Carlos Williams, reprinted by permission of New Directions Books.

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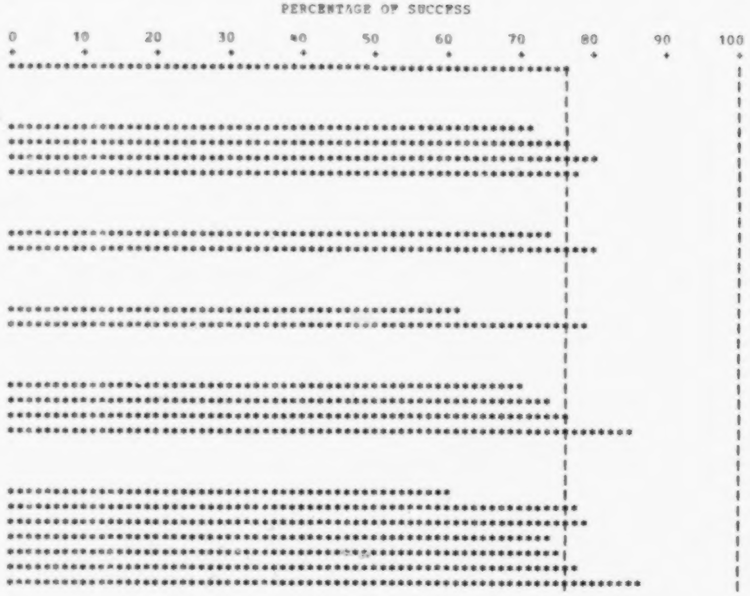
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
76.7	---	NATIONAL	
		REGION	
71.0	-5.7*		Southeast
76.5	-0.2		West
80.4	3.7*		Central
77.7	1.0		Northeast
		SEX	
73.3	-3.5*		Male
80.1	3.4*		Female
		COLOR	
61.5	-15.2*		Black
79.3	2.6*		White
		PARENTAL EDUCATION	
70.2	-6.5		No High School
73.6	-3.1		Some High School
75.9	-0.8		Graduated High Sch.
84.6	7.9*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
60.4	-16.3*		Extreme Inner City
77.4	0.7		Extreme Rural
78.7	2.0		Small City
73.9	-2.9		Medium City
74.8	-1.9		Rest Of Big City
77.0	0.3		Suburban Fringe
85.9	9.2*		Extreme Aff Suburb



Exercise 515 -- Age 9

Overlap: Age 13

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

This exercise simply requires recognizing a stated fact. Seventy-seven percent of all 9-year-olds correctly said "When the cat's hind foot caught in the box." The 10% who chose "When the cat's forepaw struck the box" may not have understood the meaning of the prefix, "fore." Note on the exhibit the unusually high performance of the extreme-rural and small-city groups.

Exercise 517 -- Age 9

Read the passage and answer the question on the next page.

One spring Farmer Brown had an unusually good field of wheat.

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changes.*

Nat'l % Choosing Each Answer	The passage points out the importance of which fact?
14.2	○ A bird is simply an animal that eats up grain.
4.3	○ Wheat rust is similar to the rust on your own bicycle.
11.9	○ Only living factors determine how much corn can be raised.
10.4	○ How much wheat is grown depends only on how much is planted.
24.5	● Any change in the environment is likely to cause other changes.
22.7	○ I don't know.
12.1	No response

---

*Balance in Nature, Bertha Morris Parker, reprinted by permission of Harper and Row Publishers.

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N07 06  4/1  05*X517011 R10000S0                9 13 17 A

                                            NATIONAL AND GROUP PERCENTAGES OF SUCCESS

  % OF    GROUP                                                                PERCENTAGE OF SUCCESS
SUCCESS   EFFECT   VARIABLE_______GROUP
                                                  0       10      20      30      40      50      60      70      80      90      100
                                                  +       +       +       +       +       +       +       +       +       +       +
  24.5      ---    NATIONAL                       ********************|                                                           |
                                                                      |                                                           |
                   REGION                                             |                                                           |
  19.6     -4.9*                      Southeast   ****************    |                                                           |
  23.5     -1.0                            West   *******************|                                                           |
  29.9      5.4*                        Central   ************************                                                        |
  23.3     -1.2                       Northeast   *******************|                                                           |
                                                                      |                                                           |
                   SEX                                                |                                                           |
  23.5     -1.0                            Male   *******************|                                                           |
  25.5      1.0                          Female   ********************|                                                           |
                                                                      |                                                           |
                   COLOR                                              |                                                           |
  12.4    -12.1*                          Black   **********          |                                                           |
  26.4      1.9*                          White   *********************                                                           |
                                                                      |                                                           |
                   PARENTAL EDUCATION                                 |                                                           |
  21.9     -2.7                  No High School   ******************  |                                                           |
  15.4     -9.1*               Some High School   ************        |                                                           |
  22.6     -1.9            Graduated High Sch.    ******************  |                                                           |
  36.0     11.5*               Post High School   *****************************                                                   |
                                                                      |                                                           |
                   SIZE-AND-TYPE                                      |                                                           |
                   OF COMMUNITY                                       |                                                           |
  12.0    -12.5*            Extreme Inner City    **********          |                                                           |
  25.7      1.2                  Extreme Rural    *********************                                                           |
  22.3     -2.2                     Small City    ******************  |                                                           |
  22.7     -1.8                    Medium City    ******************  |                                                           |
  19.7     -4.8               Rest Of Big City    ****************    |                                                           |
  29.6      5.1               Suburban Fringe     ************************                                                        |
  33.2      8.7*            Extreme Aff Suburb    ***************************                                                     |
```

Exercise 517 -- Age 9

Overlap: Age 13, 17, Adult

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

This passage discusses the balance among both living and non-living environmental factors and how an upset in any one of them can affect many others. The author sums this up in the final sentence of the passage, and this is the important fact the 9-year-olds were asked to recognize. Only 25% of them were able to do so. Thirty-five percent either made no response or honestly admitted not knowing the answer. The remainder chose answers that suggest a total lack of comprehension of the passage.

Exercise 520 -- Age 9

Read the story and complete the sentence which follows it.

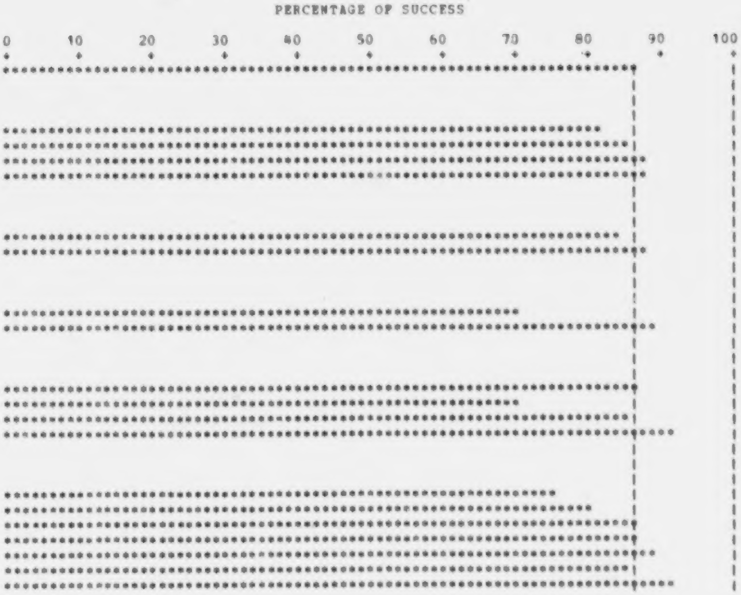
The wind pushed the boat farther and farther out to sea. It started to rain and the fog grew thick. The boy and his father were lost at sea.

Nat'l % Choosing Each Answer	The weather was
5.5	○ calm.
2.2	○ dry.
2.6	○ sunny.
85.7	● wet.
3.1	○ I don't know.
0.9	No response

N08 02 3/1 04*X520011 R1000050 9

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
85.7	---	NATIONAL	
		REGION	
81.4	-4.3*		Southeast
85.1	-0.6		West
87.9	2.1		Central
87.1	1.3		Northeast
		SEX	
83.6	-2.1*		Male
87.8	2.1*		Female
		COLOR	
70.0	-15.8*		Black
88.3	2.5*		White
		PARENTAL EDUCATION	
86.2	0.5		No High School
69.4	-16.3*		Some High School
85.5	-0.3		Graduated High Sch.
91.4	5.7*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
74.7	-11.0*		Extreme Inner City
80.3	-5.4		Extreme Rural
85.8	0.1		Small City
86.4	0.6		Medium City
88.4	2.6		Rest Of Big City
85.0	-0.7		Suburban Fringe
91.3	5.6*		Extreme Aff Suburb



Exercise 520 -- Age 9

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

Eighty-six percent of all 9-year-olds were able to glean the fact that the weather was wet from the sentence "It started to rain and the fog grew thick."

CHAPTER 4

RESULTS FOR AGE 13

The 13-year-olds participating in the 1970-71 Reading assessment were born during the calendar year 1957. About three fourths of them were enrolled in the eighth grade at the time of the assessment and most of the remainder were enrolled in the seventh grade.

First we describe each group's overall behavior on the Theme 5 exercises, then we indicate those exercises on which the group's performance differs atypically from the group's median level. Finally, we present each released exercise and an exhibit showing the results for each group on that exercise.

Thirty-seven specific effects (behaviors) on gleaning significant facts from passages are summarized at age 13. Nineteen of these represent released exercises and are described in detail. The other 18 behaviors represent unreleased exercises to be used in future assessments. Exhibit 4-1 shows the distribution of the 37 effects representing Theme 5 for each group relative to the national level indicated by the 0 line. Each group's median level is indicated by an arrow (→). Each specific behavior is represented by a box with an X (☒) unless it differs atypically from the group's median level; then it is represented by an open box (☐).

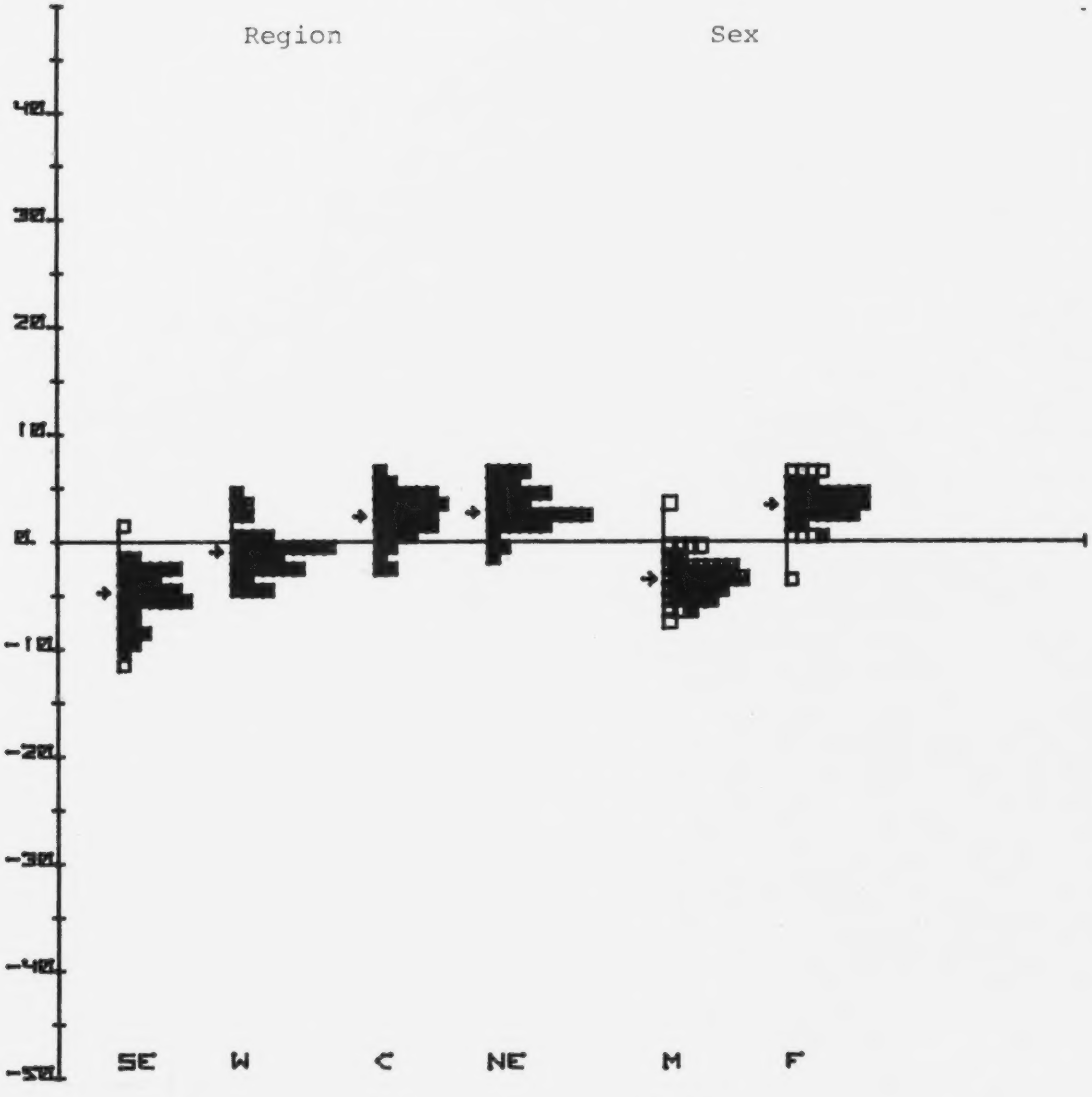
When a group's overall behavior has been described as tending to be above (+) or tending to be below (-) or as characteristically above (++) or characteristically below (--) the national level, a specific behavior for that group can be: (1) atypically farther from the national level than is the group's median level or (2) atypically closer to[1] the national level.

---

[1] An atypical effect (or behavior) described as closer to the national level may be (1) less extreme in the same direction as a group's tendency or characteristic, or (2) it may occur in the opposite direction from the national level as the group's median level.

EXHIBIT 4-1A

Distributions of Effects for Age 13



Median -4.8 2.3 -3.6
Effect
-1.0 2.7 3.4

EXHIBIT 4-1B

Distributions of Effects for Age 13

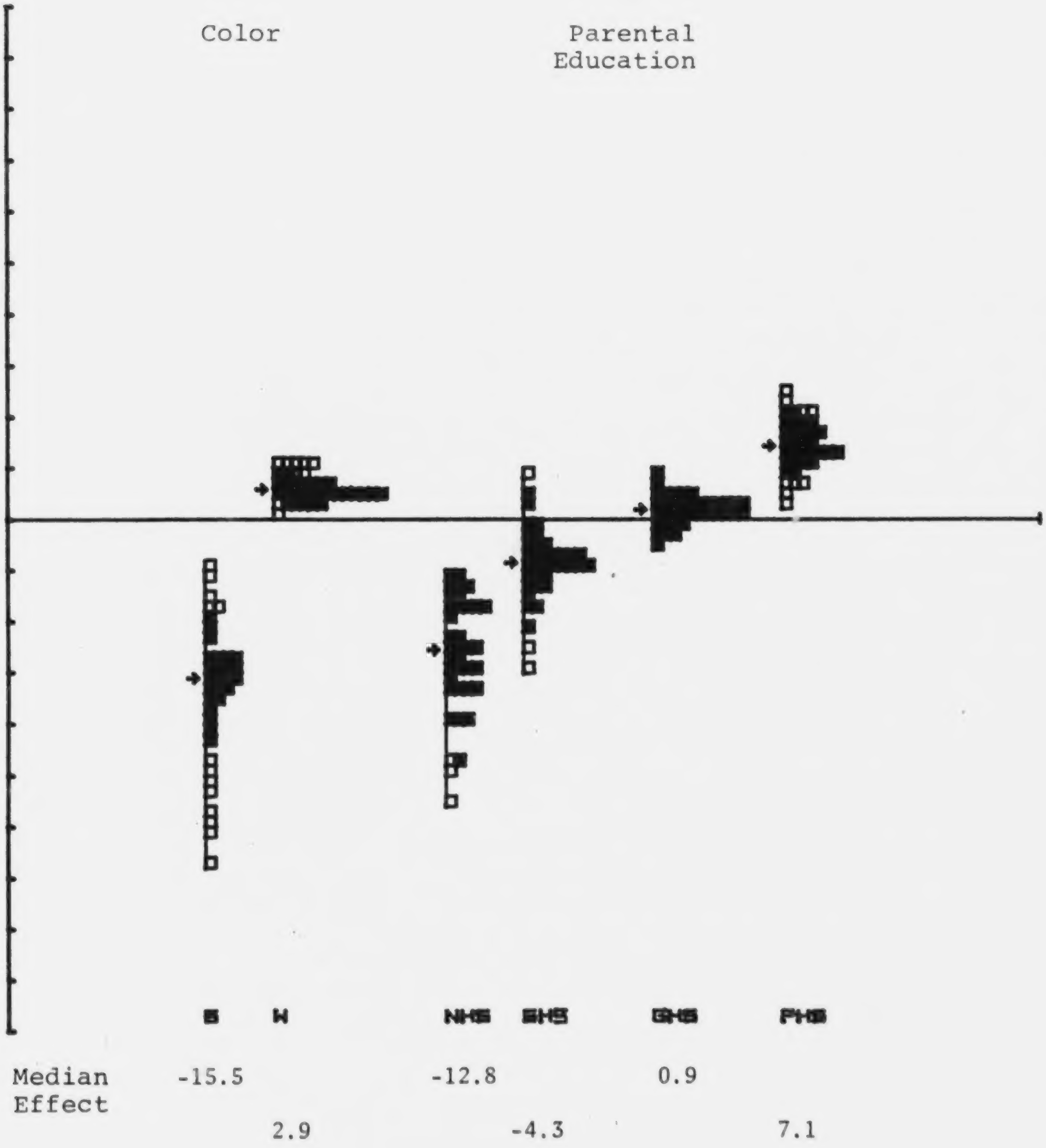
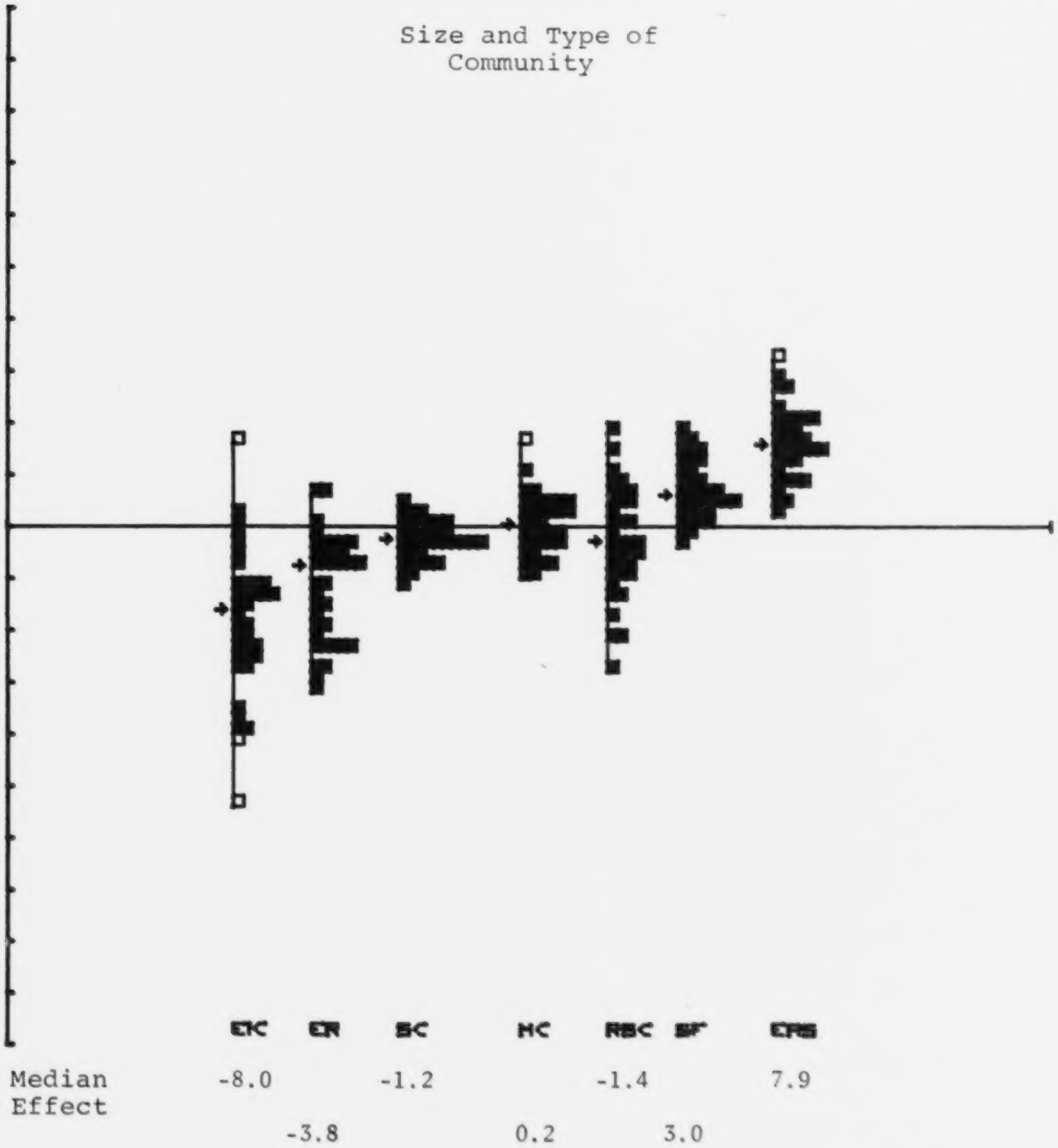


EXHIBIT 4-1C

Distributions of Effects for Age 13



When a group's overall behavior has been described as being about the same (0) as the national level, a specific behavior for that group can be atypically high or atypically low relative to the group's median level.

Region

With a median effect of -4.8, Southeastern 13-year-olds had an overall behavior characteristically below the national level. Their behavior was atypically farther from the national level on one part (U53602) of an unreleased exercise that asked what job was being offered in an ad. However, they performed atypically closer to the national level on an unreleased exercise (U522) regarding the distance traveled in an exploration story.

Western 13-year-olds had a median effect of -1.0 and an overall behavior that tended to be below the national level. They did not perform atypically on any exercise.

Central and Northeastern 13-year-olds had median effects of 2.3 and 2.7, respectively. Both groups had an overall behavior tending to be above the national level. Neither group had any atypical behaviors.

Sex

While the boys had a median effect of -3.6 and an overall behavior characteristically below the national level, the girls had a median of 3.4 and an overall behavior characteristically above the national level. The behavior of both boys and girls was atypically farther from the national level on released Exercise R524 that required identification of the origin of "beat" and on one part (R50603) of an exercise regarding the treatment of poison ivy on the eyelids, and on unreleased Exercise U53306 that required recalling a variety of things about a dog. The girls also performed atypically farther from the national level on unreleased Exercise U53406 that required recalling a variety of things about a man in a story.

Both boys and girls performed atypically closer to the national level on three released exercises and one unreleased exercise. Exercise R502 required recognizing two reasons why a sports car corners better than a passenger car. Exercise R515 required indicating when a cat climbing over a button box spilled the buttons. Exercise R53502 required identifying the distance over which a nuclear burst can cause a fire. Unreleased Exercise U52901 required obtaining information from fishing regulations. The boys also performed atypically closer to the national level on Exercise R507 that required detecting what "moon" was compared to (simile).

Color

While Black 13-year-olds had a median effect of -15.5 and an overall behavior characteristically below the national level, White 13-year-olds had a median effect of 2.9 and an overall behavior characteristically above the national level. The behavior of both groups was atypically farther from the national level on three released and three unreleased exercises. One was R507 (compare "moon"). Exercise R517 pertained to changes in environmental balance and Exercise R53502 asks which type of nuclear burst produces the most fallout. Exercise U519 pertained to knowledge about atmospheric layers. Exercise U53602 and U53603 asked what job was being offered in an ad and some qualifications for the job. Blacks also performed atypically farther from the national level on another part (U53604) of the same unreleased exercise that asked for the top salary offered and on Exercise U52902 that asked for information from fishing rules.

The behavior of both groups was atypically closer to the national level on a released exercise (R53004) that required recalling the city, month and day in which a story took place and on an unreleased exercise (U522) regarding the distance traveled in an exploration story. Blacks also performed atypically closer to the national level on released Exercise R52501 that required recognizing the proportion of Americans in debt, on unreleased Exercise U53306 that required recalling a variety of things about a dog and on Exercise U505 regarding a description of the Constitution.

Parental Education[2]

With a median effect of -12.8, the no-high-school group had an overall behavior characteristically below the national level. However, their behavior was atypically farther from the national level on two parts (U53603 and U53604) of an unreleased exercise that asked for the qualifications and top salary of the job being offered in an ad and on U53309 that required recalling two things a dog does.

---

[2] See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the parental-education groups.

The some-high-school group had a median effect of -4.3 and an overall behavior tending to be below the national level. They performed atypically farther from the national level on both parts (U52901 and U52902) of an unreleased exercise that asked for information from fishing rules. Their performance was atypically closer to the national level on Exercise U522 regarding the distance traveled in an exploration story.

With a median effect of 0.9, the graduated-from-high-school group had an overall behavior that tended to be above the national level; they had no atypical behaviors.

The post-high-school group had a median effect of 7.1 and an overall behavior characteristically above the national level. They performed atypically farther from the national level on three parts (U53602, U53603 and U53604) of an unreleased exercise that asked for the kind of job and for the qualifications and top salary of the job being offered in an ad and one part (R53502) of an exercise that required identifying the distance over which a nuclear burst can cause a fire.

They performed atypically closer to the national level on two parts (R52301 and R52302) of an exercise about preventing forest fires that asked for the name of the animal on the advertisement (Smokey) and what the ad said to do, and on Exercise R53004 that required recalling the city, day and month in which a story takes place. They also performed atypically closer to the national level on unreleased Exercise U522 regarding the distance traveled in an exploration story and on Exercise U537 regarding sounds made by hummingbirds.

Size and Type of Community[3]

With medians of -8.0 and -3.8, respectively, the extreme-inner-city and extreme-rural groups had overall behaviors tending to be below the national level. While the extreme-rural group had no atypical behaviors, the extreme-inner-city groups performed atypically farther from the national level on Exercise R507 that asked what "moon" was compared to (simile) and Exercise R517 regarding changes in environmental balance. Their behavior was atypically closer to the national level on Exercise R53004 that required recalling the city, day and month in which a story took place.

---

[3] See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the size-and-type-of-community groups.

The small-city, medium-city and rest-of-big-city groups had median effects of -1.2, 0.2 and -1.4, respectively. The overall behavior of all three groups is best described as tending to be about the same as the national level. The small-city and rest-of-big-city groups had no atypical behaviors. The medium-city groups performed atypically high on Exercise U53406 that required recalling a variety of things about a man in a story.

With a median effect of 3.0, the suburban-fringe group had an overall behavior tending to be above the national level. They had no atypical behaviors.

The extreme-affluent-suburb group had a median effect of 7.9 and an overall behavior characteristically above the national level. They performed atypically farther from the national level on a part (U53606) of the job ad exercise that asked the meaning of "Equal Opportunity Employer."

* * * * * * * * *

The data for each released exercise representing gleaning significant facts from passages are presented in the following manner. The upper part of the left page shows the exercise number and age level. Then the exercise is shown as it appeared to the respondent except here the correct answer is indicated. The percentage of 13-year-olds choosing each answer is also shown.

The exhibit on the lower part of the page shows the national percentage of success and the percentage of success for each group both tabularly (leftmost column of figures) and graphically (horizontal bars). The second column of figures on the left side of the exhibit shows the effects for all groups with asterisks (*) indicating those that are reliably different from the national percentage of success. The effects can also be seen graphically. Note the vertical dashed line descending from the end of the national percentage bar. This allows a visual comparison of each group's percentage of success with the national percentage of success.

The right page again gives the exercise number and age level. It also gives the objective and major subobjective for which the exercise was written and a brief description of the exercise with unusual or interesting responses pointed out when appropriate.

RELEASED EXERCISES

Exercise 502 -- Age 13

Read the passage and answer the question which follows it.

A sports car differs from an ordinary passenger car in that

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better gas mileage than an ordinary passenger car.*

Nat'l % Choosing Each Answer		Which of these is the reason that a sports car can turn a corner more easily than passenger cars?
8.8	○	Compact size and disk brakes
5.2	○	Coil suspension and power steering
69.0	●	Small size and low center of gravity
3.8	○	Great length and minimum of accessories
6.7	○	Road-gripping lines and heavy shock absorbers
5.9	○	I don't know.
0.6		No response

---

*Golden Home and High School Encyclopedia, reprinted by permission of Golden Press, Inc.

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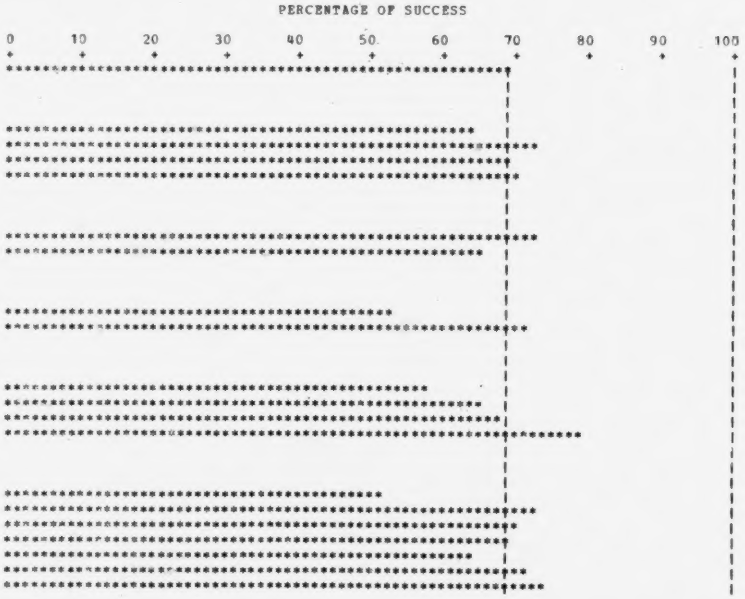
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
69.0	---	NATIONAL	
		REGION	
63.9	-5.1		Southeast
72.9	3.9		West
68.9	-0.1		Central
70.4	1.3		Northeast
		SEX	
72.4	3.4*		Male
65.4	-3.6*		Female
		COLOR	
52.7	-16.3*		Black
71.3	2.3*		White
		PARENTAL EDUCATION	
56.9	-12.1*		No High School
65.6	-3.4		Some High School
67.3	-1.7		Graduated High Sch.
78.7	9.6*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
50.9	-18.1*		Extreme Inner City
72.2	3.1		Extreme Rural
69.5	0.5		Small City
68.9	-0.2		Medium City
63.4	-5.6		Rest Of Big City
71.5	2.5		Suburban Fringe
73.9	4.7		Extreme Aff Suburb



Exercise 502 -- Age 13

Overlap: Ages 9, 17, Adult

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

The main idea in this passage--how sports cars differ from ordinary passenger cars--is supported by a variety of facts. Success on this exercise depends on 13-year-olds being able to relate two of these facts that explain why a sports car corners better than a passenger car. Sixty-nine percent of them were able to do so.

Exercise 503 -- Age 13

Read the passage and answer the question on the next page.

Helen Keller was born in 1880 in Tuscumbia, Alabama. When

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articles, including an autobiography of her early years.*

Nat'l % Choosing Each Answer	When did Helen Keller study the problems of the blind?
2.5	○ As a major subject in college
2.1	○ Before deciding to go to college
.6	● After she graduated from Radcliffe
.5	○ During the time she was taught by Miss Sullivan
.3	○ I don't know.
.1	No response

---

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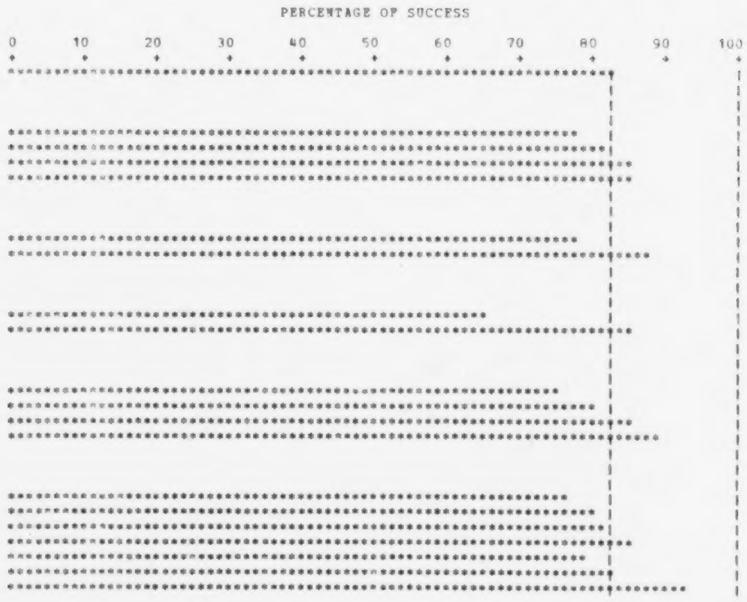
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
82.6	---	NATIONAL	
		REGION	
77.2	-5.4*		Southeast
80.9	-1.7		West
85.5	2.8*		Central
85.3	2.7		Northeast
		SEX	
77.8	-4.8*		Male
87.0	4.3*		Female
		COLOR	
65.1	-17.5*		Black
85.5	2.9*		White
		PARENTAL EDUCATION	
74.7	-7.9*		No High School
80.3	-2.6		Some High School
95.8	2.8*		Graduated High Sch.
89.0	6.4*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
76.3	-6.3		Extreme Inner City
79.8	-2.8		Extreme Rural
81.4	-1.2		Small City
84.8	2.1		Medium City
78.2	-4.5		Rest Of Big City
81.9	-0.7		Suburban Fringe
92.7	10.1*		Extreme Aff Suburb



Exercise 503 -- Age 13

Overlap: Ages 9, 17

Objective II: Analyze what is read.
Subobjective B: Perceive the structure and organization of the work.

On this exercise, 83% of the 13-year-olds successfully related the fact of Helen Keller's studying the problems of the blind to the total message of how she overcame her handicaps of blindness and deafness and then to help others with similar problems. Only 9% said, "During the time she was taught by Miss Sullivan," an indication that they confused her overcoming her own handicaps with her studying the problems of the blind. They did not properly relate the fact, study the problems of the blind, to the total message.

Exercise 506 -- Age 13

Read the passage and answer the questions on the next three pages. You may look back to this page if you wish.

POISON IVY*

The interval for burning, itching, and finally water-filled

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application is broken.

(50601)

Nat'l % Choosing Each Answer	Which of the following is essential to avoid ivy dermatitis once a person is exposed to poison ivy?
1.7	○ Cut down the ivy plant.
14.9	○ Do not scratch the affected areas.
3.0	○ Put calamine lotion on the affected areas.
2.0	○ Put iron salt solution on the exposed areas.
77.2	● Wash all exposed areas within about five minutes of exposure.
0.9	○ I don't know.
0.2	No response

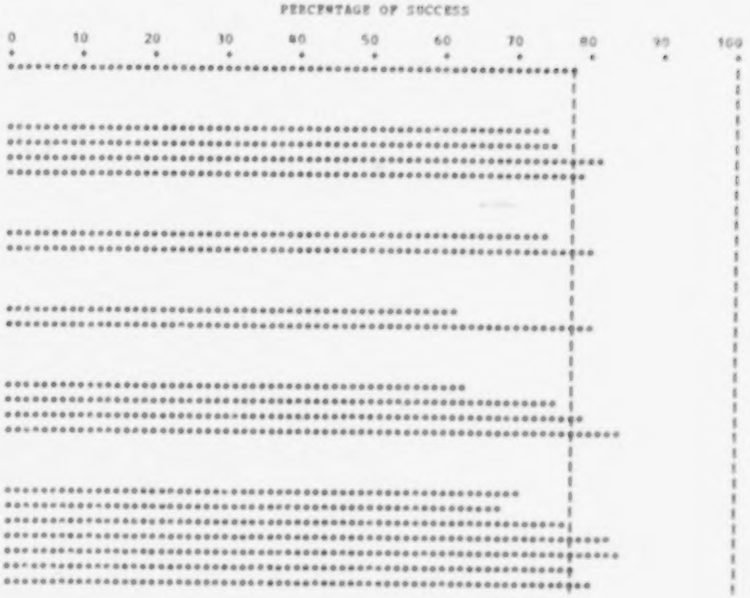
---

*Poison-Ivy and Poison-Sumac, Glen S. Winterringer, reprinted by permission of the State of Illinois.

*13 18 3/1 05*X506011 R1000050 9 13 77 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE GP.
77.2	---	NATIONAL
		REGION
73.6	-3.5	Southeast
74.4	-2.8	West
81.9	4.6*	Central
78.2	1.1	Northeast
		SEX
73.5	-3.6*	Male
80.4	3.2*	Female
		COLOR
61.6	-15.5*	Black
79.6	2.5*	White
		PARENTAL EDUCATION
62.2	-14.9*	No High School
75.3	-1.9	Some High School
78.6	1.5	Graduated High Sch.
83.2	6.0*	Post High School
		SIZE-AND-TYPE OF COMMUNITY
69.4	-7.7	Extreme Inner City
67.7	-9.5*	Extreme Rural
76.0	-1.2	Small City
82.2	5.0*	Medium City
84.3	7.1	Rest Of Big City
77.5	0.5	Suburban Fringe
79.9	2.8	Extreme Aff Suburb



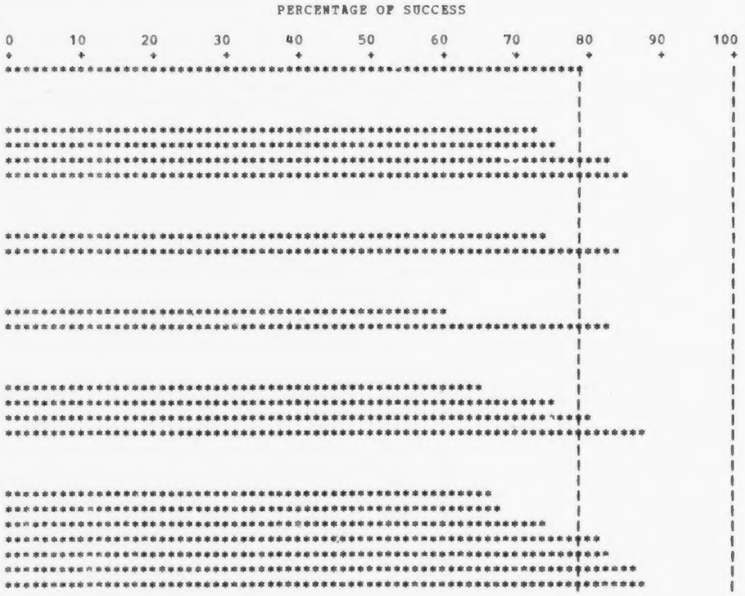
(50602)

Nat'l % Choosing Each Answer	Which of the following will soothe the itching from ivy poisoning?
1.0	○ Cut down the ivy plant.
5.2	○ Do not scratch the affected areas.
78.8	● Put calamine lotion on the affected areas.
6.0	○ Put iron salt solution on the exposed areas.
7.0	○ Wash all exposed areas within about five minutes of exposure.
1.2	○ I don't know.
0.9	No response

*13 16 4/1 03*E506021 R1000050 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
78.9	---	NATIONAL	
		REGION	
72.6	-6.2*		Southeast
74.5	-4.3*		West
82.8	3.9*		Central
84.9	6.1*		Northeast
		SEX	
73.6	-5.2*		Male
83.5	4.6*		Female
		COLOR	
59.9	-18.9*		Black
82.1	3.3*		White
		PARENTAL EDUCATION	
65.2	-13.6*		No High School
75.0	-3.8		Some High School
80.1	1.2		Graduated High Sch.
87.1	8.3*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
65.9	-12.9*		Extreme Inner City
67.3	-11.5*		Extreme Rural
74.3	-4.6*		Small City
80.4	1.5		Medium City
82.7	3.8		Rest Of Big City
85.7	6.9*		Suburban Fringe
87.3	8.4*		Extreme Aff Suburb



(50603)

Nat'l % Choosing Each Answer		What should you do if the ivy poisoning affects your eyelids?
6.0	○	Apply calamine lotion.
3.0	○	Apply iron salt solution.
4.8	○	Apply mild soap solution.
65.0	●	Apply wet packs of boric acid solution.
12.9	○	Apply a paste of baking soda and cornstarch.
5.3	○	I don't know.
3.1		No response

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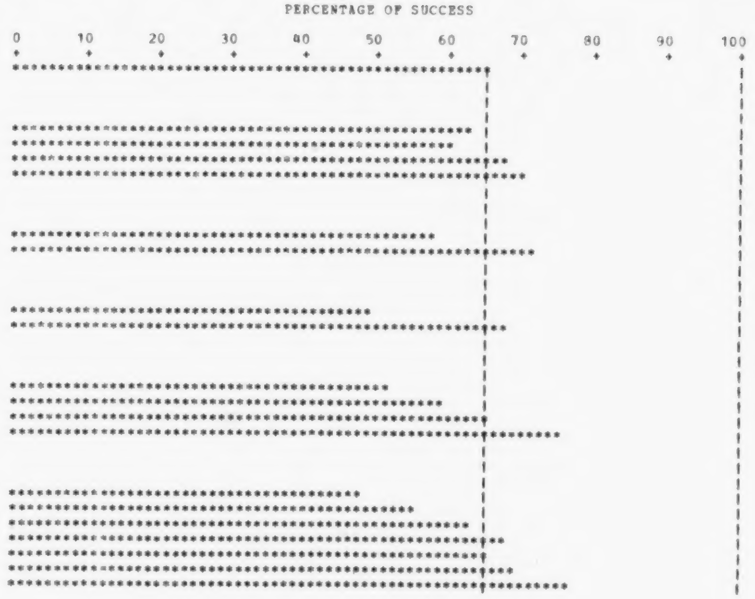
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
65.0	---	NATIONAL	
		REGION	
63.0	-2.0		Southeast
60.2	-4.8*		West
66.9	1.9		Central
69.9	4.8*		Northeast
		SEX	
57.7	-7.3*		Male
71.4	6.4*		Female
		COLOR	
48.9	-16.1*		Black
67.9	2.9*		White
		PARENTAL EDUCATION	
50.8	-14.3*		No High School
59.3	-5.7		Some High School
64.6	-0.4		Graduated High Sch.
74.4	9.4*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
47.6	-17.4*		Extreme Inner City
54.4	-10.6*		Extreme Rural
62.6	-2.4		Small City
67.5	2.5		Medium City
65.6	0.6		Rest Of Big City
68.2	3.2		Suburban Fringe
75.9	10.9*		Extreme Aff Suburb



(50604) Summary of the three parts of Exercise 506

0.1%	No response
6.9%	0 parts correct
15.4%	1 part correct
27.2%	2 parts correct
50.4%	3 parts correct

The exhibit below shows the percentages of success and group effects for all three parts correct.

```
T13 148 1/2  13*X506040 R0000000                         9 13 17 A

                              NATIONAL AND GROUP PERCENTAGES OF SUCCESS

  % OF     GROUP
 SUCCESS   EFFECT   VARIABLE_______GROUP

  50.4      ---     NATIONAL

                    REGION
  46.0     -4.4*             Southeast
  45.1     -5.3*                  West
  55.1      4.7*               Central
  54.9      4.5              Northeast

                    SEX
  43.5     -[illegible]                  Male
  56.4      6.0*                Female

                    COLOR
  28.9    -21.5*                 Black
  54.1      3.7*                 White

                    PARENTAL EDUCATION
  30.8    -19.6*        No High School
  43.2     -7.2       Some High School
  49.7     -0.7     Graduated High Sch.
  63.4     13.0*      Post High School

                    SIZE-AND-TYPE
                    OF COMMUNITY
  37.1    -13.3*    Extreme Inner City
  40.2    -10.1*       Extreme Rural
  47.3     -3.1           Small City
  52.1      1.7          Medium City
  57.0      6.6       Rest Of Big City
  52.4      2.0      Suburban Fringe
  61.3     10.9*    Extreme Aff Suburb
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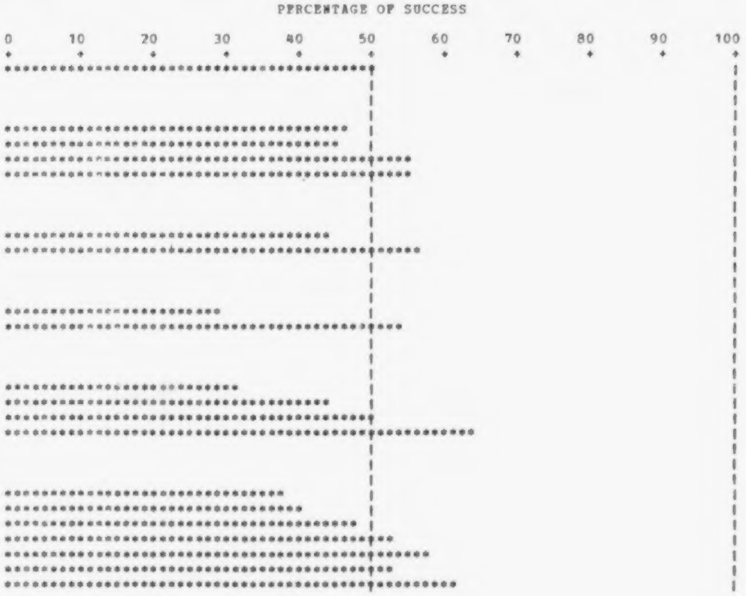


Exercise 506 -- Age 13

Overlap: Ages 9, 17, Adult

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

This passage explains what steps should be taken if one is exposed to poison ivy. Three types of "remedies" are asked for. Seventy-seven percent of the 13-year-olds recognized that (if possible) one should wash the exposed areas within five minutes in order to prevent dermatitis (50601). The 15% who said "Do not scratch the affected areas" failed to grasp the message, avoid dermatitis, since "not scratching" only helps to prevent its spread.

Seventy-eight percent recognized that one should apply calamine lotion if infection does occur in order to soothe the itching (50602), and 65% recognized that wet packs of boric acid solution should be applied if the eyelids become affected (50603).

Fifty percent of the 13-year-olds answered all three parts correctly, and 27% answered two parts correctly. Only 7% failed all three parts, and 15% answered only one part correctly (50604).

Exercise 507 -- Age 13

Read the story and answer the question which follows it.

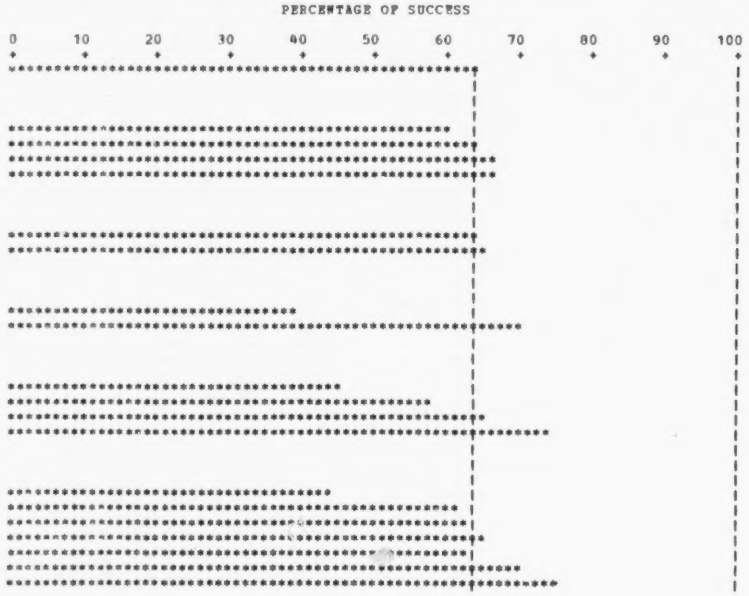
The wind whistled woefully as it wound its way through the nearly leafless trees. The pale yellow moon cast eerie shadows as it slipped in and out from behind the clouds like a blinking flashlight. Strange figures could be seen dashing and darting through the streets. Ghosts, goblins -- what could they be? What do they want? Whom have they come to haunt? Beware...

Nat'l % Choosing Each Answer	What does the author compare the moon to?
3.0	○ Clouds
64.3	● A flashlight
11.7	○ Ghosts
15.6	○ Shadows
4.0	○ The wind
1.2	○ I don't know.
0.3	No response

T02 13 3/1 02*X507011 R1000050 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
64.3	---	NATIONAL	
		REGION	
59.7	-4.6*		Southeast
64.3	-0.0		West
66.3	2.1		Central
66.5	2.2		Northeast
		SEX	
63.6	-0.7		Male
65.0	0.8		Female
		COLOR	
39.2	-25.1*		Black
69.4	5.2*		White
		PARENTAL EDUCATION	
44.4	-19.8*		No High School
58.0	-6.3*		Some High School
65.4	1.1		Graduated High Sch.
73.2	8.9*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
43.6	-20.7*		Extreme Inner City
60.9	-3.4		Extreme Rural
62.3	-2.0		Small City
64.8	0.5		Medium City
62.9	-1.4		Rest Of Big City
69.9	5.5		Suburban Fringe
74.6	10.3*		Extreme Aff Suburb



Exercise 507 -- Age 13

Overlap: Age 9

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

Sixty-four percent of all 13-year-olds were able to glean the fact that the author compared the moon with a flashlight in the simile "moon...like a blinking flashlight." However, the tone of the passage with phrases such as "wind whistled woefully," "pale yellow moon cast eerie shadows," "Strange figures" and "Ghosts, goblins," could distract one from a comparison of a "pale yellow moon cast[ing] eerie shadows" to anything as banal as a flashlight. "Ghost," "Shadows" and "The wind" were chosen respectively by 11%, 16% and 4% of the 13-year-olds.

Exercise 515 -- Age 13

Read the poem and answer the question on the next page.

As the cat climbed over

material
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restrictions

scattered in all directions.*

Nat'l % Choosing Each Answer		Which words tell when the buttons scattered?
1.0	○	When the cat's nose pushed the box
7.9	○	When the cat's forepaw struck the box
5.7	○	When the cat's tail knocked the box over
80.8	●	When the cat's hind foot caught in the box
2.2	○	I don't know.
2.5		No response

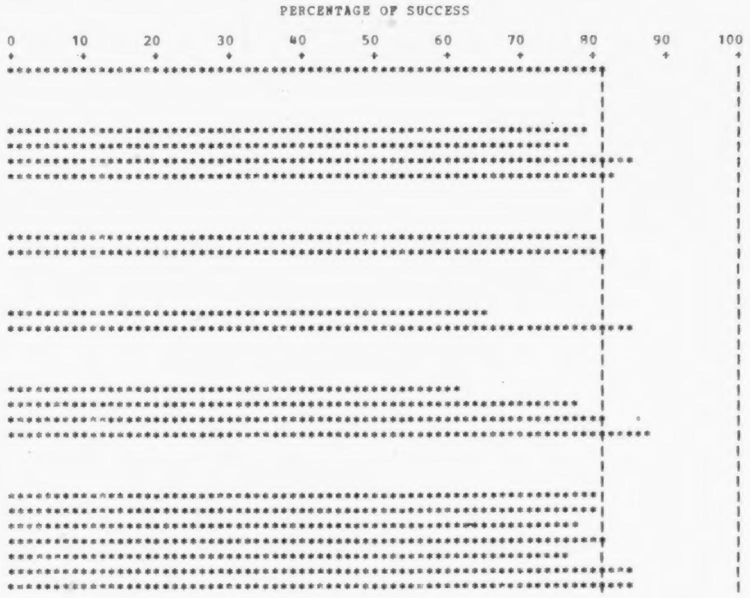
---

*The Collected Earlier Poems of William Carlos Williams, William Carlos Williams, reprinted by permission of New Directions Books.

T09 01 3/1 04*X515011 R10000S0 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
80.8	---	NATIONAL	
		REGION	
78.4	-2.4		Southeast
76.5	-4.2		West
84.5	3.8*		Central
82.7	1.9		Northeast
		SEX	
80.1	-0.6		Male
81.4	0.7		Female
		COLOR	
65.0	-15.7*		Black
84.6	3.8*		White
		PARENTAL EDUCATION	
61.1	-19.7		No High School
77.4	-3.4		Some High School
81.1	0.4		Graduated High Sch.
87.6	6.8*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
79.6	-1.2		Extreme Inner City
79.5	-1.2		Extreme Rural
77.8	-3.0		Small City
81.0	0.2		Medium City
76.1	-4.6		Rest Of Big City
85.3	4.5*		Suburban Fringe
84.4	3.6		Extreme Aff Suburb



Exercise 515 -- Age 13

Overlap: Age 9

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

This exercise simply requires recognizing a stated fact. Eighty-one percent of all 13-year-olds correctly answered "When the cat's hind foot caught in the box." The 8% who chose "When the cat's forepaw struck the box" may not have understood the meaning of the prefix, "fore."

Exercise 517 -- Age 13

Read the passage and answer the question on the next page.

One spring Farmer Brown had an unusually good field of wheat.

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the environment is likely to bring about a whole series of changes.*

Nat'l % Choosing Each Answer	The passage points out the importance of which fact?
7.6	○ A bird is simply an animal that eats up grain.
1.1	○ Wheat rust is similar to the rust on your own bicycle.
6.9	○ Only living factors determine how much corn can be raised.
6.2	○ How much wheat is grown depends only on how much is planted.
68.6	● Any change in the environment is likely to cause other changes.
6.9	○ I don't know.
2.7	No response

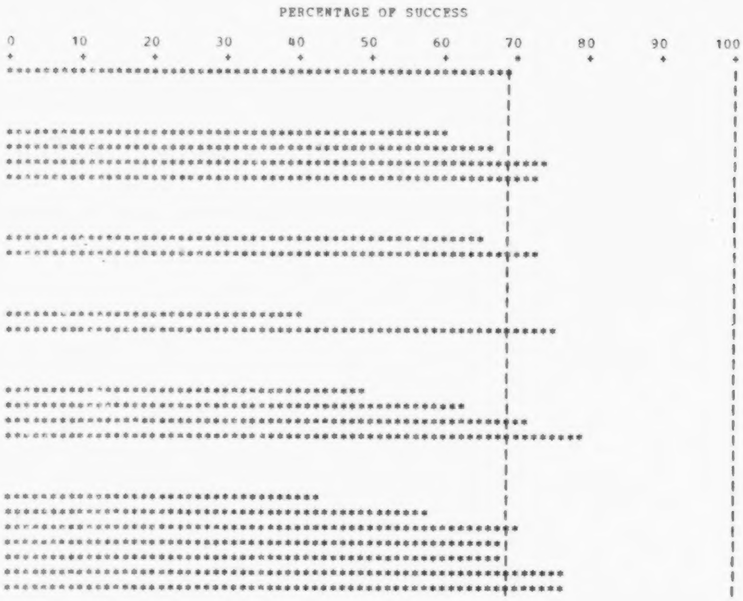
---

*Balance in Nature, Bertha Morris Parker, reprinted by permission of Harper and Row Publishers.

T02 14 4/1 05*X517011 R1000050 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
68.6	---	NATIONAL	
		REGION	
60.3	-8.3*		Southeast
66.2	-2.4		West
74.1	5.4*		Central
73.1	4.4		Northeast
		SEX	
65.5	-3.2*		Male
72.0	3.4*		Female
		COLOR	
39.5	-29.2*		Black
74.4	5.8*		White
		PARENTAL EDUCATION	
49.0	-19.6*		No High School
62.4	-6.3*		Some High School
71.0	2.3		Graduated High Sch.
78.8	10.2*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
42.2	-26.4*		Extreme Inner City
57.0	-11.7		Extreme Rural
70.3	1.7		Small City
67.7	-0.9		Medium City
67.2	-1.4		Rest Of Big City
75.7	7.0*		Suburban Fringe
75.8	7.2		Extreme Aff Suburb



Exercise 517 -- Age 13

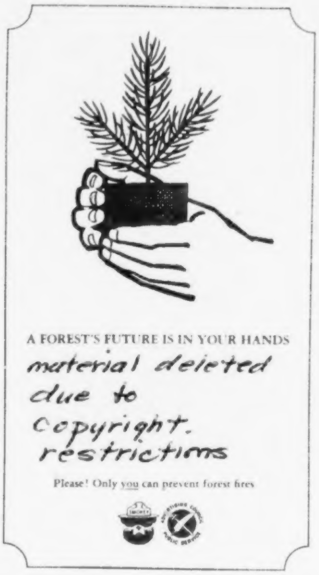
Overlap: Ages 9, 17, Adult

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

This passage discusses the balance among both living and non-living environmental factors and how an upset in any one of them can affect many others. The author sums this up in the final sentence of the passage, and this is the important fact the 13-year-olds were asked to recognize. Sixty-nine percent of them were able to do so. About 21% made responses that suggest a total lack of comprehension of the passage.

Exercise 523 -- Age 13

Here is an ad from a national magazine. Read it and complete the sentences on the opposite page.


A FOREST'S FUTURE IS IN YOUR HANDS
Please! Only you can prevent forest fires

material deleted due to copyright restrictions

(Reprinted by permission of The Advertising Council.)

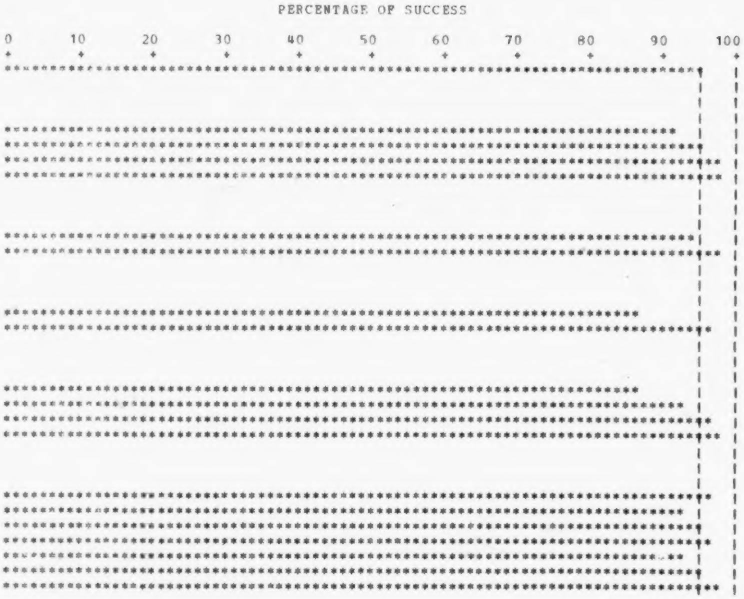
(523011)

Nat'l % Choosing Each Answer	The name of the bear pictured in the advertisement is
0.2	○ Bruno
2.2	○ Forest
1.7	○ Public Service
95.3	● Smokey
0.4	○ I don't know.
0.3	No response

T01 04 3/1 04*X523010 R1004050 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
95.3	---	NATIONAL	
		REGION	
90.7	-4.5*		Southeast
95.1	-0.2		West
97.6	2.3*		Central
97.4	2.2*		Northeast
		SEX	
93.7	-1.5*		Male
96.9	1.6*		Female
		COLOR	
86.3	-9.0*		Black
96.7	1.5*		White
		PARENTAL EDUCATION	
86.5	-8.7*		No High School
92.0	-3.3*		Some High School
96.1	0.9		Graduated High Sch.
97.9	2.6*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
96.1	0.9		Extreme Inner City
92.3	-3.0		Extreme Rural
95.4	0.1		Small City
96.7	1.5		Medium City
92.7	-2.5		Rest Of Big City
95.1	-0.2		Suburban Fringe
97.3	2.1		Extreme Aff Suburb



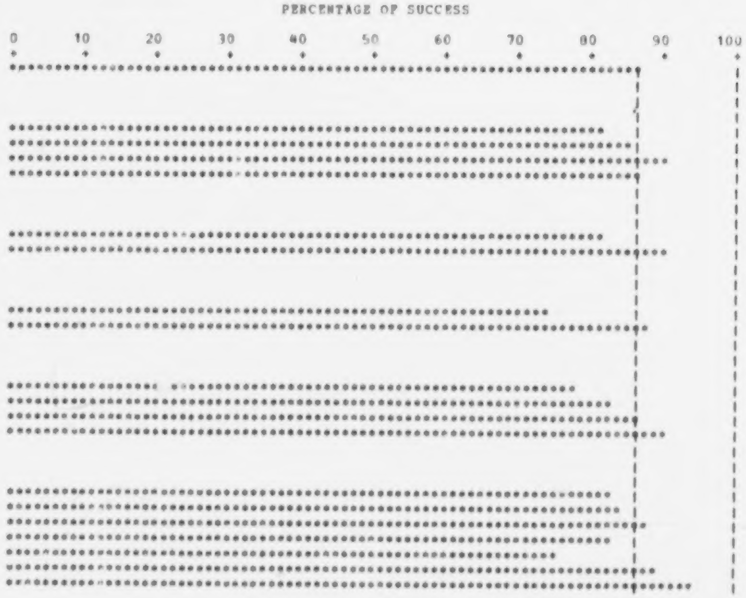
(523021)

Nat'l % Choosing Each Answer	The advertisement tells you to
2.1	○ stop smoking.
7.8	○ enjoy the forest.
85.9	● drown all camp fires.
0.8	○ plant trees and shrubs.
1.0	○ I don't know.
2.5	No response

T91 04 5/1 03*X523021 R1000050 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
85.9	---	NATIONAL	
		REGION	
80.8	-5.1*		Southeast
85.5	-0.4		West
89.7	3.9*		Central
86.9	1.0		Northeast
		SEX	
81.5	-4.4*		Male
90.5	4.6*		Female
		COLOR	
74.3	-11.5*		Black
87.8	1.9*		White
		PARENTAL EDUCATION	
77.7	-8.2		No High School
82.6	-3.3		Some High School
86.7	0.8		Graduated High Sch.
89.6	3.7*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
82.3	-3.5		Extreme Inner City
84.4	-1.5		Extreme Rural
86.9	1.0		Small City
83.0	-2.8		Medium City
75.0	-10.8*		Rest Of Big City
88.3	2.5		Suburban Fringe
93.7	7.9*		Extreme Aff Suburb



Exercise 523 -- Age 13

Overlap: Age 17, Adult

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

This ad encourages people to prevent forest fires and suggests some ways to do this. Two of three parts of this exercise are reported here. The other part is reported in Theme 8: Critical Reading. Ninety-five percent of 13-year-olds recognized the name of "Smokey" the bear (52301), and 86% recognized that the ad tells us to "drown all camp fires" (52302).

Exercise 524 -- Age 17

Read the paragraph and answer the question which follows it.

Any attempt to label an entire generation is unrewarding,

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generation has done that continually from early youth.*

Nat'l % Choosing Each Answer	According to the paragraph, the origins of the word "beat" are
51.0	● obscure.
21.5	○ clear to Americans.
9.3	○ attributed to Kerouac.
5.1	○ attributed to jazz musicians.
8.2	○ I don't know.
5.0	No response

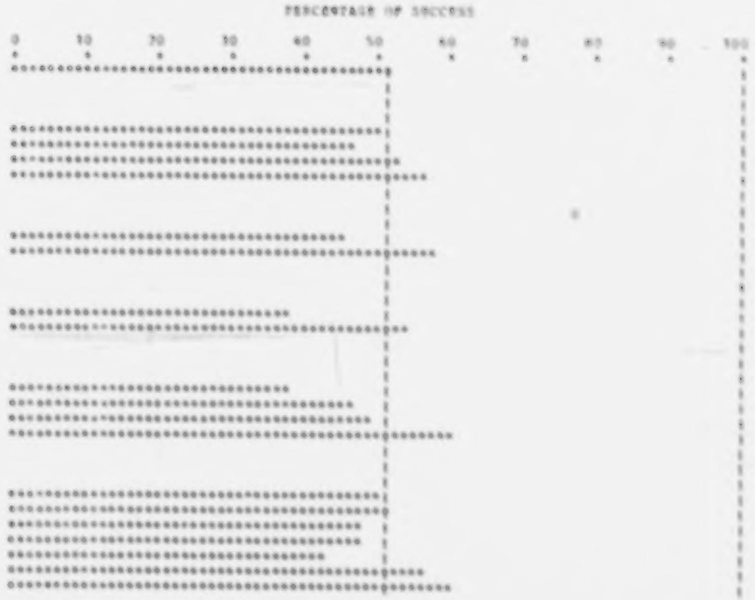
---

*"This is the Beat Generation," The Character of Prose, Clellon Holmes, reprinted by permission of New York Times Company.

T01 79 6/1 01*E526011 01000050 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
51.0	---	NATIONAL	
		REGION	
49.5	-1.6		Southeast
46.3	-4.7		West
52.8	1.8		Central
55.7	4.7		Northeast
		SEX	
44.4	-6.6*		Male
57.7	6.7*		Female
		COLOR	
37.9	-13.2*		Black
53.1	2.2*		White
		PARENTAL EDUCATION	
37.1	-13.9*		No High School
46.1	-4.8		Some High School
49.2	-1.8		Graduated High Sch.
59.9	8.9*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
50.1	-0.8		Extreme Inner City
51.7	0.8		Extreme Rural
47.3	-3.7		Small City
47.3	-3.7		Medium City
42.3	-8.6		Rest Of Big City
56.8	5.8*		Suburban Fringe
60.5	9.5*		Extreme Aff Suburb



Exercise 524 -- Age 13

Overlap: Age 17

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

This exercise concerns the "beat" generation. One of four parts is reported here. The other parts are reported in Theme 6: Main Ideas and Organization, Theme 4: Reference Materials and Theme 7: Drawing Inferences. Fifty-one percent of 13-year-olds recognized the fact that the origins of the word "beat" are obscure. However, 22% said the origins are "clear to Americans." They might have confused "origins" with "meaning" from the sentence "The origins of the word 'beat' are obscure, but the meaning is only too clear to most Americans."

Exercise 525 -- Age 13

Read the passage and answer the question which follows it.

It should come as no surprise to learn that 9

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to-borrow bank loans.*

(52501)

Nat'l % Choosing Each Answer	According to the article, how many Americans are in debt?
6.7	○ 50%
0.5	○ 2 out of 3.
1.2	○ 4 out of 5.
90.1	● 9 out of 10.
1.4	○ I don't know.
0.1	No response

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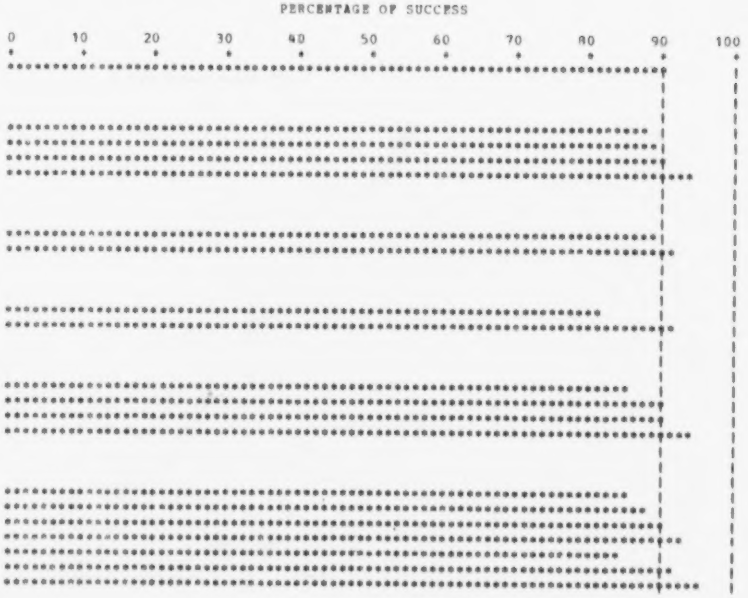
T03 14 3/1 04*525011 81000050 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
90.0	---	NATIONAL	
		REGION	
87.1	-2.9		Southeast
89.2	-0.8		West
90.2	0.2		Central
93.4	3.4*		Northeast
		SEX	
88.8	-1.3		Male
91.4	1.3		Female
		COLOR	
81.6	-8.4*		Black
91.9	1.8*		White
		PARENTAL EDUCATION	
84.5	-5.5*		No High School
89.5	-0.5		Some High School
90.3	0.3		Graduated High Sch.
94.3	4.2*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
84.5	-5.5		Extreme Inner City
87.0	-3.0		Extreme Rural
89.6	-0.5		Small City
92.5	2.5*		Medium City
83.4	-6.7		Rest Of Big City
91.5	1.4		Suburban Fringe
94.8	4.7*		Extreme Aff Suburb



(52502)

Nat'l % Choosing Each Answer	According to government statistics, how much has income increased?
1.9	○ 5%
1.2	○ 10%
75.5	● 50%
0.9	○ 75%
14.5	○ 110%
1.9	○ I don't know.
4.0	No response

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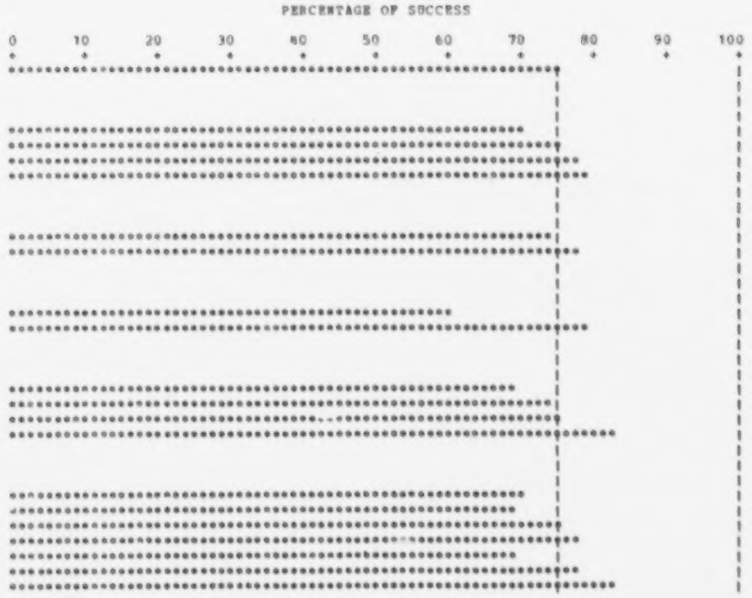
13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
75.5	---	NATIONAL	
		REGION	
70.0	-5.5*		Southeast
74.7	-0.8		West
78.1	2.6		Central
78.6	3.0		Northeast
		SEX	
73.3	-2.2		Male
77.8	2.3		Female
		COLOR	
60.1	-15.4*		Black
78.8	3.3*		White
		PARENTAL EDUCATION	
68.9	-6.6		No High School
73.5	-2.0		Some High School
75.5	-0.0		Graduated High Sch.
81.9	6.4*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
69.8	-5.7		Extreme Inner City
68.5	-7.0		Extreme Rural
75.5	0.0		Small City
77.0	1.4		Medium City
69.2	-6.3		Rest Of Big City
78.0	2.4		Suburban Fringe
82.1	6.6*		Extreme Aff Suburb



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Summary of the two parts of Exercise 525

0.9% No response

7.0% 0 parts correct

18.8% 1 part correct

73.4% 2 parts correct

The exhibit below shows the percentages of success and group effects for both parts correct.

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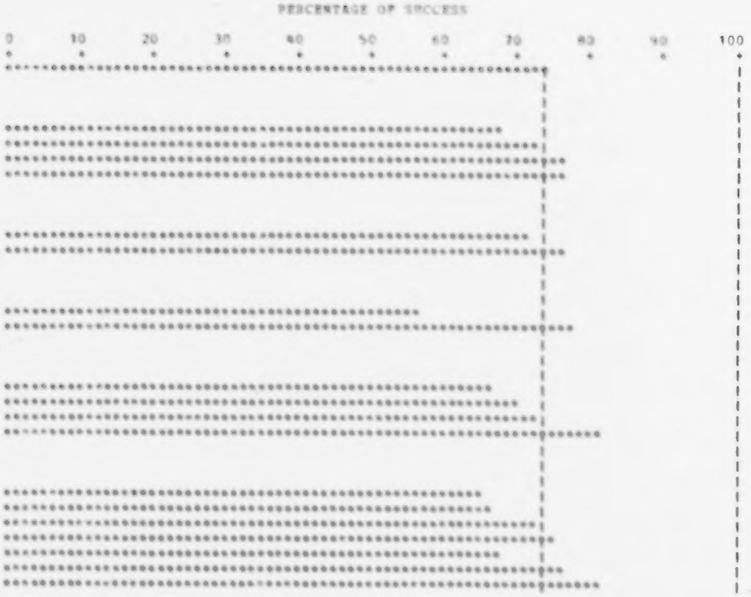
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
73.4	---	NATIONAL	
		REGION	
67.7	-5.7*		Southeast
72.7	-0.7		West
75.7	2.3		Central
76.9	3.5		Northeast
		SEX	
71.1	-2.3		Male
75.8	2.4		Female
		COLOR	
55.9	-17.5*		Black
77.2	3.8*		White
		PARENTAL EDUCATION	
66.0	-7.4*		No High School
70.2	-3.2		Some High School
72.7	-0.7		Graduated High Sch.
80.7	7.3*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
65.6	-7.8		Extreme Inner City
65.9	-7.5		Extreme Rural
73.0	-0.4		Small City
75.4	2.0		Medium City
67.1	-6.3		Rest Of Big City
76.4	3.0		Suburban Fringe
81.3	7.9*		Extreme Aff Suburb



Exercise 525 -- Age 13

Overlap: Age 17, Adult

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

This exercise asks for recognition of two clearly stated facts. Ninety percent of 13-year-olds recognized that "9 out of 10" Americans are in debt (52501), and 76% recognized that income has increased 50% (52502). Most of those who failed on the second part chose 110%--the rate of increase for debt. Seventy-three percent responded correctly on both parts, 19% on one part and 8% failed on both parts (52503).

Exercise 526 -- Age 13

Read the passage and answer the question which follows it.

Sleeky and his mate found their way to Miller's Pond one

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on the bank. Sleeky got there first.*

Nat'l % Choosing Each Answer		How many otters were there?
90.9	●	Two
2.0	○	Three
1.4	○	Four
0.8	○	Five
0.6	○	Six
3.9	○	I don't know.
0.4		No response

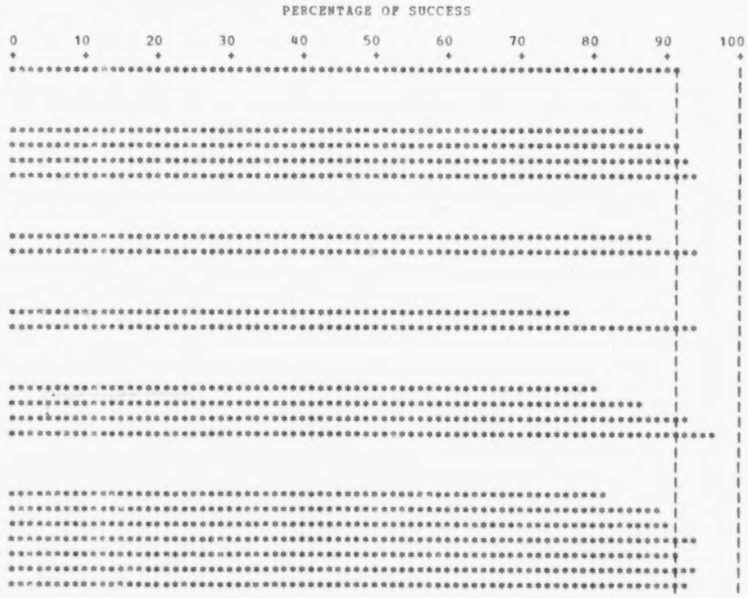
---

*Sleeky the Otter, Rhoda Leonard and William S. Briscoe, reprinted by permission of Harr Wagner Publishing Company.

T04 12 3/1 01*X526011 R10000S0 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
90.9	---	NATIONAL	
		REGION	
86.4	-4.5*		Southeast
91.8	0.8		West
92.0	1.1		Central
93.6	2.7		Northeast
		SEX	
87.5	-3.4*		Male
94.2	3.3*		Female
		COLOR	
76.0	-14.9*		Black
93.5	2.6*		White
		PARENTAL EDUCATION	
79.7	-11.2*		No High School
86.7	-4.3*		Some High School
92.1	1.2		Graduated High Sch.
96.9	5.9*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
81.8	-9.2*		Extreme Inner City
88.1	-2.8		Extreme Rural
90.4	-0.5		Small City
94.3	3.3*		Medium City
91.6	0.6		Rest Of Big City
93.2	2.3		Suburban Fringe
92.8	1.9		Extreme Aff Suburb



Exercise 526 -- Age 13

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

This passage pertains to the activities of a pair of otters; the 13-year-olds were asked to recognize how many otters were in the story. Ninety-one percent chose the correct response.

Exercise 528 -- Age 13

Read the passage and answer the question which follows it.

Helen Keller was born in 1880 in Tuscumbia, Alabama. When

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including an autobiography of her early years.*

Nat'l % Choosing Each Answer		According to the passage, what was the extent of Miss Keller's lecture tours?
6.8	○	Only in the United States
4.1	○	Only in two countries
15.3	○	Only on two continents
71.5	●	Only on three continents
2.1	○	I don't know.
0.2		No response

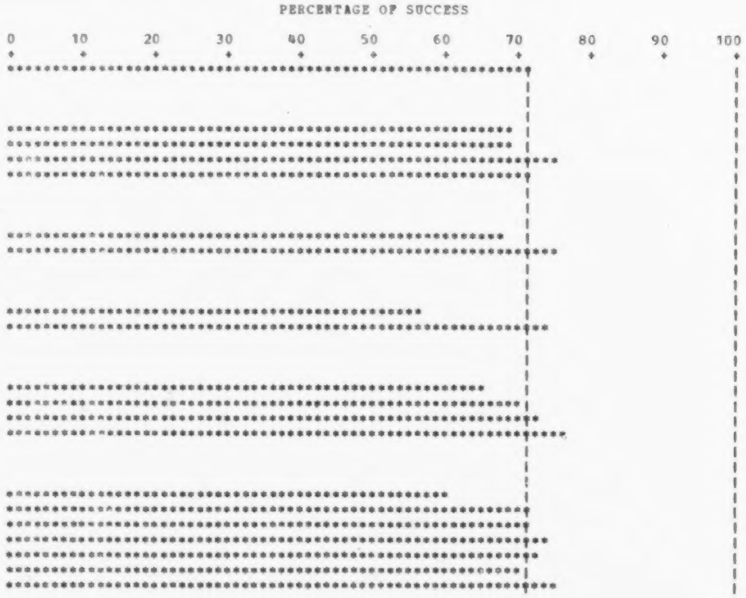
---

*Golden Home and High School Encyclopedia, reprinted by permission of Golden Press, Inc.

T07 74 3/1 04*X528011 R1000050 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
71.5	---	NATIONAL	
		REGION	
69.4	-2.2		Southeast
69.0	-2.5		West
75.3	3.8		Central
71.3	-0.2		Northeast
		SEX	
67.9	-3.6*		Male
74.9	3.3*		Female
		COLOR	
56.9	-14.7*		Black
74.3	2.7*		White
		PARENTAL EDUCATION	
65.4	-6.2		No High School
70.5	-1.0		Some High School
72.0	0.5		Graduated High Sch.
75.7	4.2*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
60.0	-11.5*		Extreme Inner City
71.5	-0.0		Extreme Rural
71.4	-0.1		Small City
74.0	2.4		Medium City
73.0	1.5		Rest Of Big City
70.3	-1.2		Suburban Fringe
75.4	3.9		Extreme Aff Suburb



Exercise 528 -- Age 13

Overlap: Age 17

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

Seventy-two percent of 13-year-olds were able to recognize that Helen Keller toured three continents giving lectures. However, only two continents are mentioned by name, and the 15% who answered "two continents" did not take into account that the United States is in North America--a third continent.

Exercise 530 -- Age 13

Read the story carefully so that you can answer the questions on the next page without looking back at the story.

It was morning, and James Douglas awoke frightened. Perhaps

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closed his eyes and pretended to sleep.*

Answer the following questions without referring to the story.

(53001)

In what city does the story take place?

Brooklyn

(53002)

In what month does the story take place?

November

(53003)

On what day does the story take place?

Monday

(53004)

62.8% All three parts correct.

---

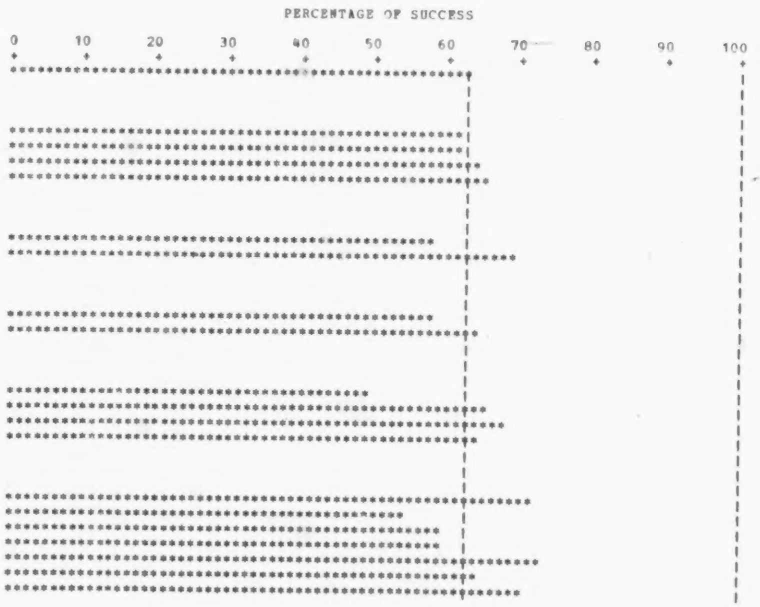
*"How Many Miles to Babylon?", reprinted by permission of David White Company.

T08 12B 1/2 13*X530040 R0030050

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
62.9	---	NATIONAL	
		REGION	
61.1	-1.7		Southeast
61.9	-0.9		West
63.4	0.6		Central
64.9	2.0		Northeast
		SEX	
57.3	-5.5*		Male
68.6	5.8*		Female
		COLOR	
57.0	-5.8*		Black
63.6	0.8*		White
		PARENTAL EDUCATION	
48.2	-14.6*		No High School
65.5	2.7		Some High School
67.0	4.3*		Graduated High Sch.
64.3	1.6		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
71.4	8.6*		Extreme Inner City
54.3	-8.4		Extreme Rural
59.2	-3.6		Small City
59.0	-3.7		Medium City
72.2	9.4*		Rest Of Big City
64.3	1.5		Suburban Fringe
69.4	6.6		Extreme Aff Suburb



Exercise 530 -- Age 13

Overlap: Age 17, Adult

Objective III: Use what is read.
Subobjective A: Remember significant parts of what is read.

This exercise required that 13-year-olds recall--without referring to the passage--the city, the month and the day in which the story took place. Success on this exercise was regarded as being able to recall all three (53004). Sixty-three percent were able to do so. However, 82% recalled Brooklyn (53001), 85% recalled November (53002) and 70% recalled Monday (53003). The exhibit refers to 53004--recalling all three parts.

Exercise 531 -- Age 13

Read the following story only once so that you can answer the questions on the next page without looking back at the story.

It was morning, and James Douglas awoke frightened. Perhaps

material deleted due to copyright restrictions

eyes and pretended to sleep.*

*"How Many Miles to Babylon?", reprinted by permission of David White Company.

Answer the following questions without referring to the story.

(53101)

How many women were in the room when James awoke?

Three

(53102)

What had James been thinking about when he went to bed the night before?

How to run away from school.

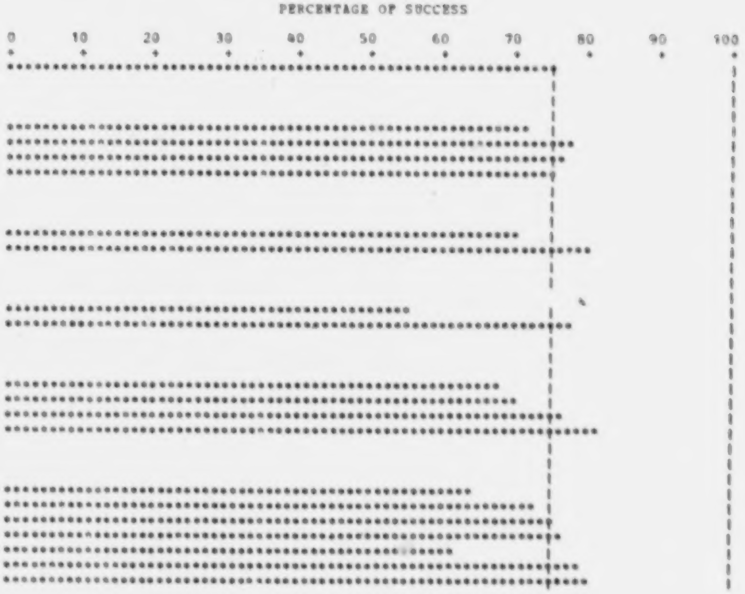
(53103)

75.0%   Both parts correct.

T09 15B 1/2   12*X531030 R00300S0   13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
75.0	---	NATIONAL	
		REGION	
70.9	-4.0		Southeast
77.1	2.1		West
76.3	1.4		Central
75.0	0.0		Northeast
		SEX	
70.2	-4.8*		Male
80.0	5.0*		Female
		COLOR	
55.5	-19.5*		Black
78.0	3.0*		White
		PARENTAL EDUCATION	
67.3	-7.7		No High School
70.3	-4.7		Some High School
76.0	1.0		Graduated High Sch.
80.7	5.7*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
64.3	-10.7*		Extreme Inner City
72.7	-2.3		Extreme Rural
75.5	0.5		Small City
76.4	1.4		Medium City
61.3	-13.7		Rest Of Big City
78.7	3.7		Suburban Fringe
80.3	5.3*		Extreme Aff Suburb



Exercise 531 -- Age 13

Overlap: Age 17

Objective III: Use what is read.
Subobjective A: Remember significant parts of what is read.

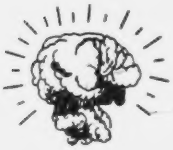
This exercise required that 13-year-olds recall--without referring to the passage--the number of women in the room and what James had been thinking about when he went to bed. Note that the story is the same as for Exercise R530. Success on this exercise was regarded as being able to recall both parts (53103). Seventy-five percent were able to do so. However, 88% recalled that three women were in the room (53101), and 81% recalled that James had been thinking about how to run away from school (53102). The exhibit refers to 53103--recalling both parts.

Exercise 535 -- Age 13

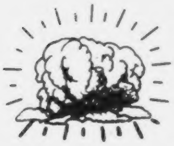
(53501)

Skim the information given below and then complete the sentences on the next page.

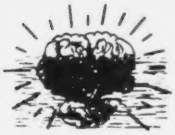
Nuclear Bursts



An air burst is defined as one in which the bomb is exploded in the air so high above land or water that the fireball (at maximum brilliance) does not touch the surface. Great blast and heat hazards are produced. The heat wave resulting from the explosion of a one-megaton nuclear weapon can cause moderately severe burns of exposed skin as far as 12 miles from the point of detonation. The warmth may be felt at a distance of 75 miles. Practically no early or close-in fallout is produced.



In a surface burst, the ball of fire touches the ground. Because of its intense heat, large amounts of rock, soil, and other materials will be vaporized and will rise up into the cloud. An important difference between a surface burst and an air burst is that in the surface burst the atomic cloud is much more heavily loaded with the vaporized material, therefore, a surface burst causes much more early radioactive fallout than an air burst.



A subsurface burst is one in which the center of a nuclear explosion occurs under the ground or under water. Underground or underwater shock is produced. According to the depth at which the explosion occurs, some of the shock will escape to produce air blast. Much of the heat wave and immediate nuclear radiation is absorbed within a short distance by the water or ground. However, large amounts of earth or water near the explosion will be contaminated with radioactive material.

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Nat'l % Choosing Each Answer	Immediate danger from radioactive fallout is most likely to
24.2	○ an air burst.
54.6	● a surface burst.
6.3	○ an underwater burst.
11.2	○ an underground burst.
2.3	○ I don't know.
1.4	No response

```
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                                  NATIONAL AND GROUP PERCENTAGES OF SUCCESS

 % OF     GROUP                                                       PERCENTAGE OF SUCCESS
SUCCESS   EFFECT   VARIABLE______GROUP
                                            0       10      20      30      40      50      60      70      80      90      100
                                            +       +       +       +       +       +       +       +       +       +       +
  54.6      ---    NATIONAL                 ********************************************|                                   |
                                                                                        |                                   |
                   REGION                                                               |                                   |
  50.9     -3.7                  Southeast  *****************************************   |                                   |
  53.0     -1.6                       West  ******************************************  |                                   |
  56.7      2.1                    Central  *********************************************                                   |
  56.9      2.3                  Northeast  **********************************************                                  |
                                                                                        |                                   |
                   SEX                                                                  |                                   |
  52.2     -2.4*                      Male  ******************************************  |                                   |
  57.0      2.4*                    Female  **********************************************                                  |
                                                                                        |                                   |
                   COLOR                                                                |                                   |
  38.2    -16.4*                     Black  *******************************             |                                   |
  57.4      2.8*                     White  **********************************************                                  |
                                                                                        |                                   |
                   PARENTAL EDUCATION                                                   |                                   |
  45.9     -8.7*            No High School  *************************************       |                                   |
  52.1     -2.5           Some High School  ******************************************  |                                   |
  51.9     -2.8*        Graduated High Sch. *****************************************   |                                   |
  62.3      7.7*          Post High School  **************************************************                              |
                                                                                        |                                   |
                   SIZE-AND-TYPE                                                        |                                   |
                   OF COMMUNITY                                                         |                                   |
  45.4     -9.2         Extreme Inner City  ************************************        |                                   |
  39.0    -15.6*             Extreme Rural  *******************************             |                                   |
  53.1     -1.5                 Small City  ******************************************  |                                   |
  55.9      1.3                Medium City  *********************************************                                   |
  57.0      2.4           Rest Of Big City  **********************************************                                  |
  58.8      4.2           Suburban Fringe   ***********************************************                                 |
  69.8     14.2*       Extreme Aff Suburb   ********************************************************                        |
```

(53502)

Nat'l % Choosing Each Answer		The intense heat of a nuclear air burst can cause skin burns and fires
71.5	●	several miles from the point of detonation.
11.5	○	only within a mile's radius of the point of detonation.
5.3	○	only when it is not raining within the area of explosion.
4.2	○	in areas which are only north or west of the point of detonation.
4.9	○	I don't know.
2.6		No response

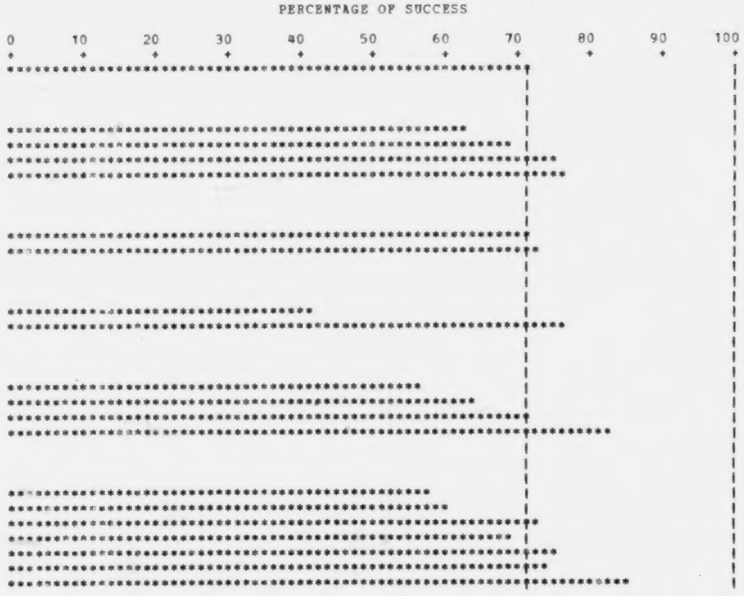
(53503)

Summary of the two parts--data not available.

T12 11 5/1 01*X535023 R00300S0 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
71.5	---	NATIONAL	
		REGION	
62.8	-8.7*		Southeast
69.4	-2.1		West
75.5	4.0		Central
76.5	5.0		Northeast
		SEX	
71.0	-0.5		Male
71.9	0.4		Female
		COLOR	
40.6	-30.8*		Black
76.7	5.2*		White
		PARENTAL EDUCATION	
56.0	-15.4*		No High School
63.4	-8.1*		Some High School
71.7	0.2		Graduated High Sch.
81.9	10.4*		Post High School
		SIZE-AND-TYPE OF COMMUNITY	
57.9	-13.6*		Extreme Inner City
60.0	-11.5		Extreme Rural
72.5	1.1		Small City
69.0	-2.5		Medium City
75.1	3.6		Rest Of Big City
73.6	2.1		Suburban Fringe
84.6	13.1*		Extreme Aff Suburb



Exercise 535 -- Age 13

Overlap: Age 17

Objective III: Use what is read.
Subobjective C: Obtain information efficiently.

On each of the two parts of this exercise, the 13-year-olds had to relate a fact to the total message about the nature of various types of atomic bursts. On the first part (53501), 55% correctly recognized that a surface burst produces the greatest immediate danger from radioactive fallout. However, 24% chose "an air burst" and 18% said a subsurface burst ("underwater burst" or "underground burst"). On the second part (53502), 72% correctly recognized that the heat from a nuclear air burst can cause skin burns several miles from the point of detonation.

CHAPTER 5

RESULTS FOR AGE 17

The 17-year-olds participating in the 1970-71 Reading assessment fall into two classifications: (1) the "in-school" 17-year-olds and (2) the "out-of-school" 17-year-olds who were not enrolled in public or private schools either because they had dropped out or had completed high school early. Those in the latter category were included to provide in the assessment a more balanced representation of all 17-year-olds. The "in-school" 17-year-olds were born between October 1, 1953, and September 30, 1954. About three fourths of them were enrolled in the eleventh grade at the time of assessment; of the remainder, about half were enrolled in the tenth grade and about half in the twelfth grade. The "out-of-school" 17-year-olds were (1) not enrolled in public or private school during March, 1970, and were born between October 1, 1952, and September 30, 1953[1] or (2) not enrolled in public or private school during January, 1971 and were born between October 1, 1953, and September 30, 1954.

First, we describe each group's overall behavior on Theme 5 exercises, then we indicate those exercises on which the group's performance differs atypically from the group's median level. Finally, we present each released exercise and an exhibit showing the results for each group on that exercise.

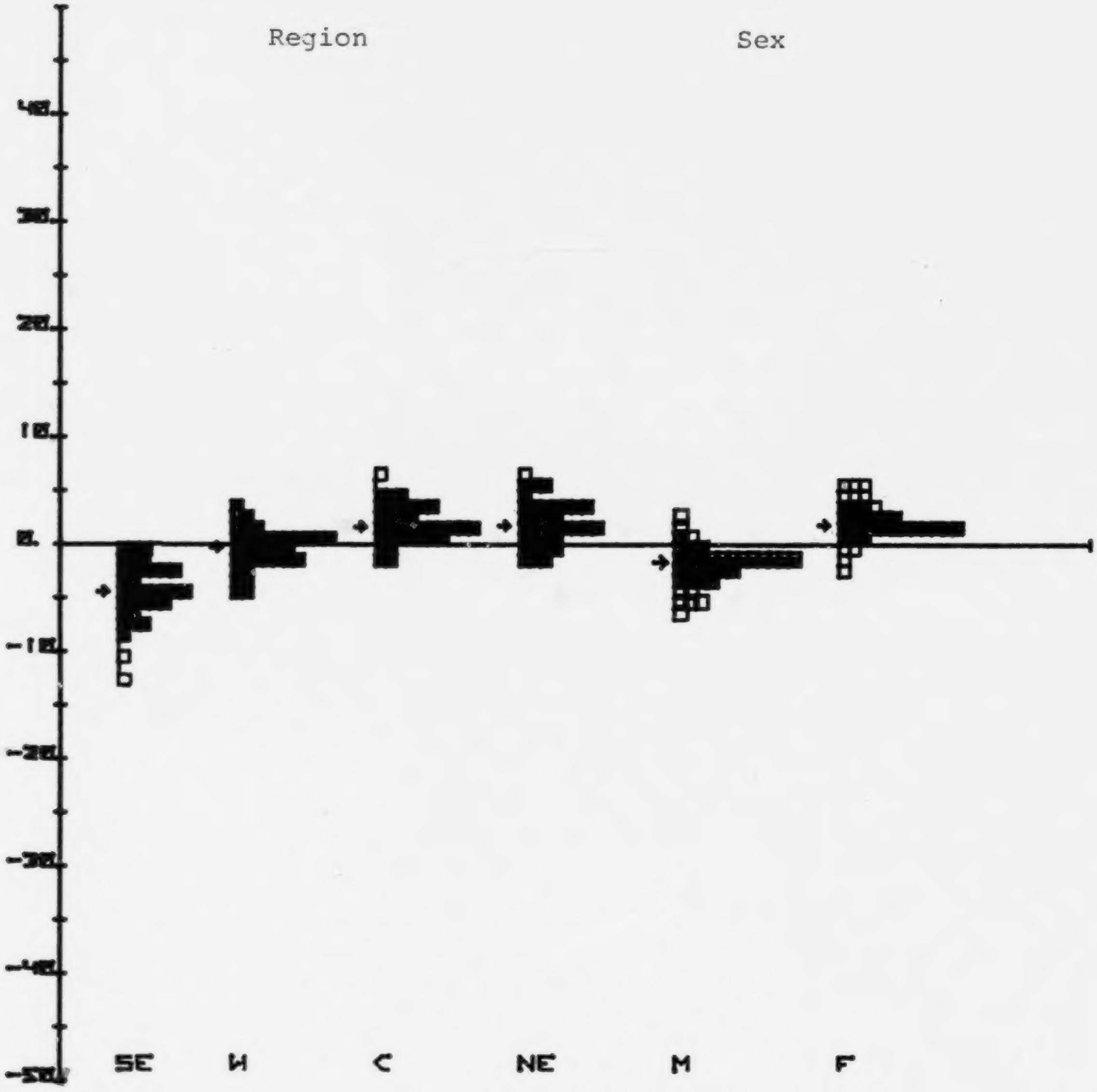
Thirty-five specific effects (behaviors) on gleaning significant facts from passages are summarized at age 17. Nineteen of these represent released exercises and are described in detail. The other 16 behaviors represent unreleased exercises to be used in future assessments. Exhibit 5-1 shows the distribution of the 35 effects representing Theme 5 for each group relative to the national level indicated by the 0 line. Each group's median level is indicated by an arrow (→). Each specific behavior is represented by a box with an X (☒) unless it differs atypically from the group's median level; then it is represented by an open box (☐).

---

[1] These respondents were actually 18-year-olds who were included in the sample to obtain a larger representation. It was deemed that one year's difference in age would make little difference in the way they responded, since they were out of school.

EXHIBIT 5-1A

Distributions of Effects for Age 17



Median-4.4 1.6 -1.8
Effect
-0.3 1.7 1.8

EXHIBIT 5-1B

Distributions of Effects for Age 17

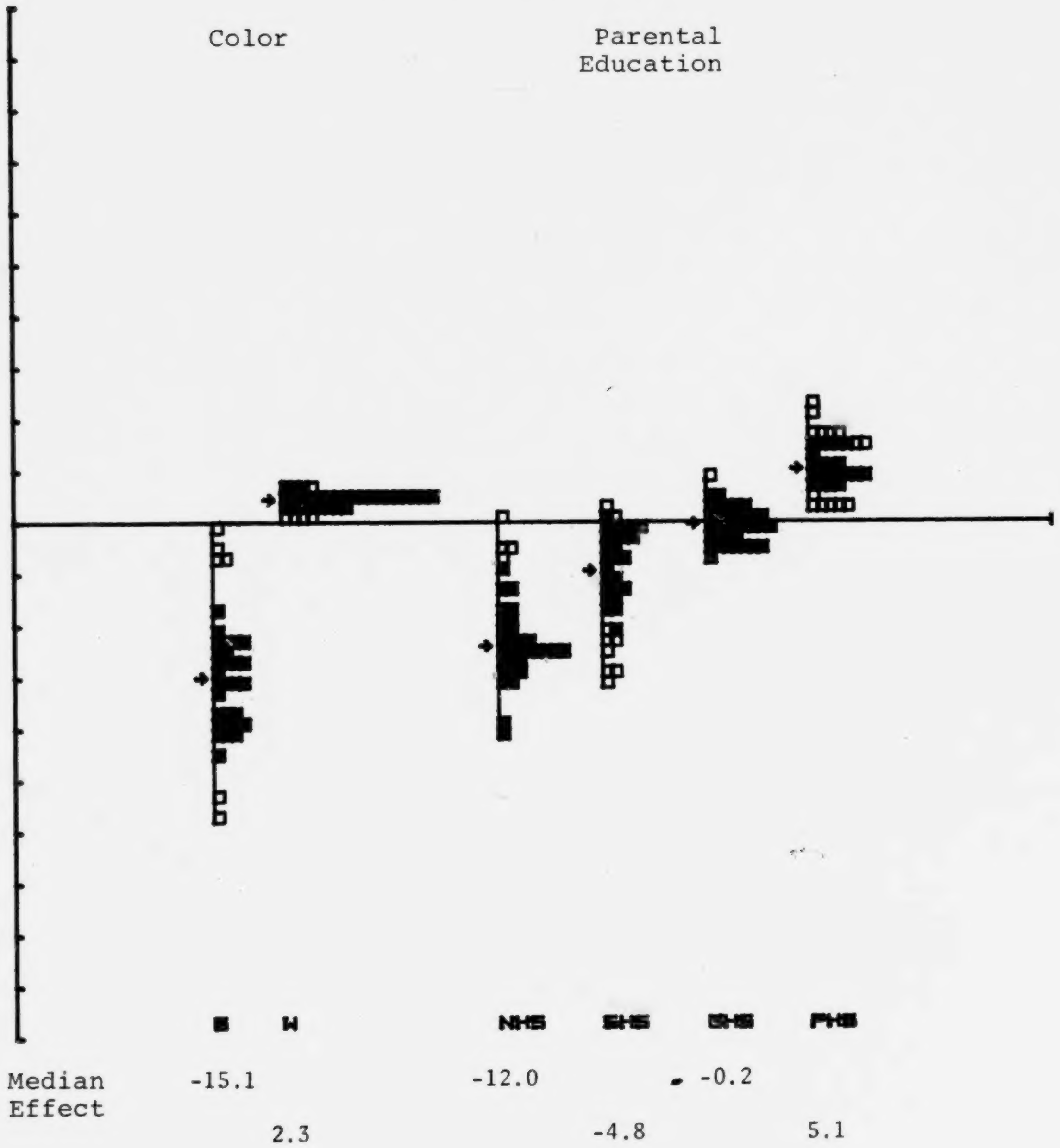
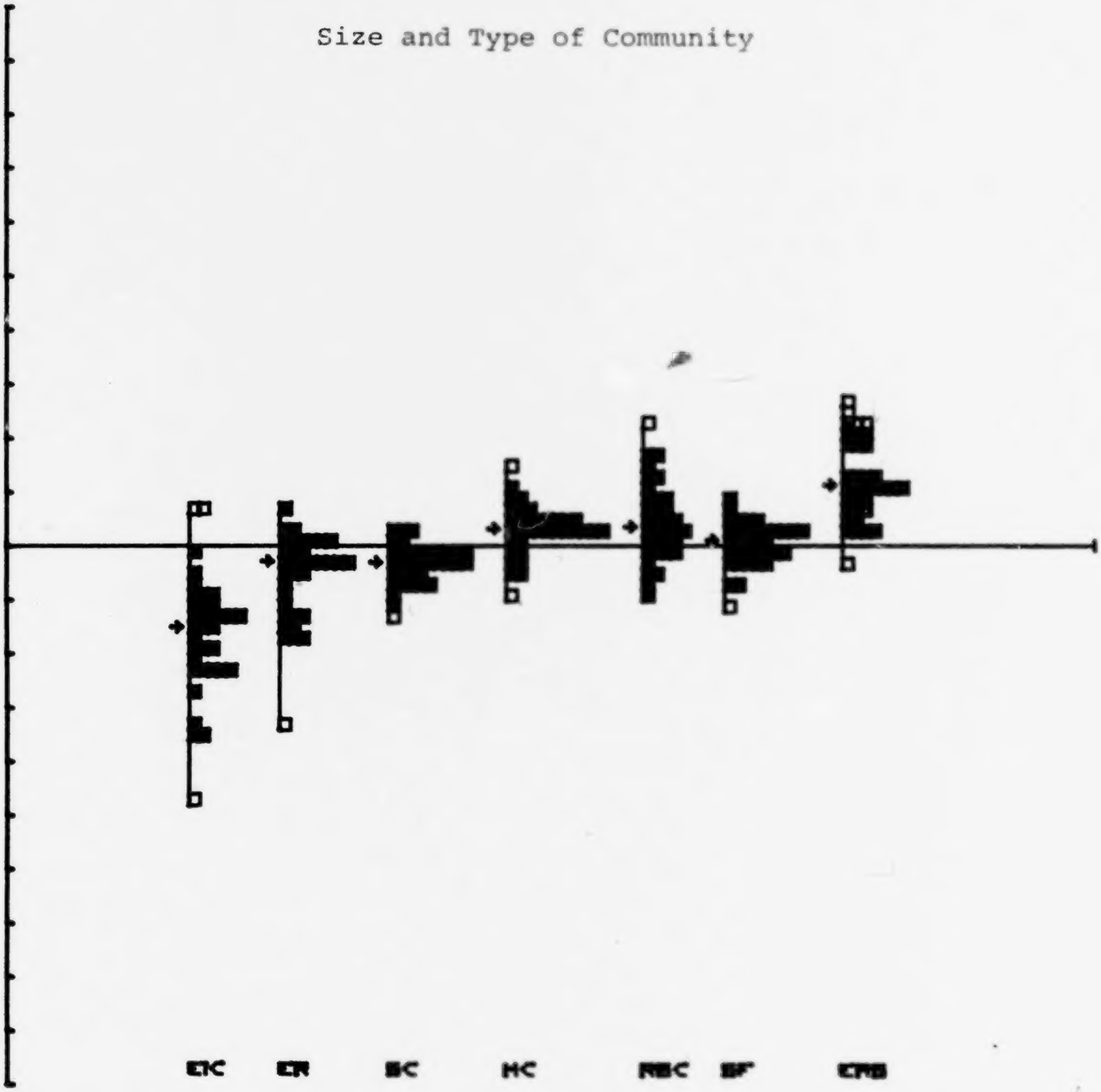


EXHIBIT 5-1C

Distributions of Effects for Age 17

Size and Type of Community



Median Effect

-7.5	-1.4	-1.5	1.7	1.9	0.6	5.8

When a group's overall behavior has been described as tending to be above (+) or tending to be below (-) or as characteristically above (++) or characteristically below (--) the national level, a specific behavior for that group can be: (1) atypically farther from the national level than is the group's median level or (2) atypically closer to[2] the national level.

When a group's overall behavior has been described as being about the same (0) as the national level, a specific behavior for that group can be atypically high or atypically low relative to the group's median level.

Region

With a median effect of -4.4, Southeastern 17-year-olds had an overall behavior characteristically below the national level. Their behavior was atypically farther from the national level on unreleased Exercise U52902 that asked for information from fishing rules and on one part of a job ad exercise (U53606) that asked how one would apply for the job.

Western 17-year-olds had a median effect of -0.3 and an overall behavior that tended to be about the same as the national level. They had no atypical behaviors.

With median effects of 1.6 and 1.7, respectively, the Central and Northeastern 17-year-olds had overall behaviors that tended to be above the national level. The Central group performed atypically farther from the national level on one part (U52902) of an unreleased exercise that asked for information from fishing rules. The Northeastern group performed atypically farther from the national level on a released exercise (R53004) that required recalling the city, day and month in which the story took place.

Sex

While the boys had a median effect of -1.8 and an overall behavior characteristically below the national level, the girls had a median effect of 1.8 and an overall behavior characteristically above the national level. The behavior of both boys and girls was atypically closer to the national level on two released exercises. Exercise R502 required recognition of two reasons why sports cars corner better than passenger cars, and R53501 is one part of an exercise regarding the kind of nuclear burst that causes the most dangerous fallout. They also performed atypically closer to the national level on one part of an unreleased exercise (U52901) that required information from fishing rules.

---

[2] An atypical effect (or behavior) described as closer to the national level may be (1) less extreme in the same direction as a group's tendency or characteristic, or (2) it may occur in the opposite direction from the national level as the group's median level.

The behavior of both boys and girls was atypically farther from the national level on four released exercises and two unreleased exercises. Exercises R50602 and R50603 are actually two parts of an exercise regarding the treatment of poison ivy; these parts required recognizing that calamine lotion would soothe the itching and that wet packs of boric acid should be applied if the eyelids are affected. Exercise R503 required recognizing when Helen Keller studied the problems of the blind. Exercise R53103 required recalling two events from a story; Exercise U53406 required recalling a variety of things about a man in a story. Exercise U522 concerned the distance traveled in an exploration story. The girls also performed atypically farther from the national level on Exercise R53004 that required recalling the city, day and month in which a story took place.

Color

With a median effect of -15.1, Black 17-year-olds had an overall behavior characteristically below the national level; White 17-year-olds had a median effect of 2.3 and an overall behavior characteristically above the national level. The behavior of both groups behaved atypically closer to the national level on three released and one unreleased exercise. Exercises R52301 and R52302 required recognizing the name of the animal (Smokey) in a forest advertisement and that the advertisement says to drown camp fires. Exercise R53004 required recalling the city, day and month in which a story took place. Exercise U522 concerned the time required to travel between two points in an exploration story.

The behavior of both groups was atypically farther from the national level on released Exercise R53502 regarding the distance over which a nuclear burst can cause fires. Blacks performed atypically farther from the national level on another released exercise (R517) regarding changes in environmental balance.

Parental Education[3]

Although the no-high-school group had a median effect of -12.0 and the some-high-school group had a median effect of -4.8, the overall behavior of both groups was characteristically below the national level. The no-high-school group performed atypically closer to the national level on three released and one unreleased exercise. Exercise R52301 required recognizing Smokey's name in a forest advertisement. Exercise R53802 required recognizing that a film warranty does not guarantee the color since it can change over time. Exercise R53004 required recalling the city, day and month in which a story takes place. Exercise U522 concerned the time required to travel between two points in an exploration story.

The some-high-school group performed atypically closer to the national level on Exercise R53004 and on an unreleased exercise (U527) regarding the salary offered by a job ad. Their performance was atypically farther from the national level on four released and three unreleased exercises. Exercise R50603 required recognizing that wet packs of boric acid should be applied if the eyelid is affected by poison ivy. Exercise R524 required recognizing that the origins of "beat" are obscure. Exercise R53502 concerned the distance over which a nuclear burst can cause fire, and R53802 required recognizing that a film warranty does not guarantee the color since it can change over time. Exercise U505 regarded a description of the Constitution, U52901 regarded information from fishing rules and R539 required recognizing that Frangibles communicate by thought waves.

With a median effect of -0.2, the graduated-from-high-school group had an overall behavior tending to be about the same as the national level. Their behavior was atypically high on Exercise R53502.

The post-high-school group had a median effect of 5.1 and an overall behavior characteristically above the national level. They performed atypically farther from the national level on three released and five unreleased exercises. Exercise R50603 required recognizing wet packs of boric acid should be applied if the eyelid is affected by poison ivy. Exercise R524 required recognizing that the origins of "beat" are obscure. Exercise 53501 required recognizing that the greatest danger of radioactive fallout is from an air nuclear burst. Exercise U505 regarded a description of the Constitution, U52902 regarded information from fishing rules, U53406 required recalling a variety of things about a man in a story, U53606 required recognizing how to apply for a job in an ad and R539 required recognizing that Frangibles communicate by thought waves.

---

[3] See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the parental-education groups.

Size and Type of Community[4]

Although the extreme-inner-city and small-city groups had median effects of -7.5 and -1.5, respectively, both groups had overall behaviors tending to be below the national level. The behavior of both groups was atypically farther from the national level on released Exercise R53004 that required recalling the city, day and month in which a story took place. The extreme-inner-city group also performed atypically farther from the national level on an unreleased exercise (U522) concerning the time required to travel between two points in an exploration story. They also performed atypically closer to the national level on Exercise R524 that required recognizing the origins of "beat" are obscure.

With median effects of -1.3, 1.9 and 0.6, respectively, the extreme-rural, rest-of-big-city and suburban-fringe groups had overall behaviors tending to be about the same as the national level. The extreme-rural group performed atypically low on Exercise R53406 that required recalling a variety of things about a man in a story. The rest-of-big-city group performed atypically high on Exercise R528 which required recognizing that Helen Keller had given lectures on three continents. The suburban-fringe group performed atypically low on Exercise U52901 regarding information from fishing rules.

The medium-city group had a median effect of 1.7 and an overall behavior tending to be above the national level. Their behavior was atypically farther from the national level on Exercise R53004 and atypically closer to the national level on Exercise U522.

With a median effect of 5.8, the extreme-affluent-suburb group had an overall behavior characteristically above the national level. They performed atypically farther from the national level on released Exercise R524 and on three unreleased exercises. Exercise U505 regarded a description of the Constitution, U52902 regarded information from fishing rules and U53606 regarded how one should apply for a job in an ad. They performed atypically closer to the national level on a released exercise (R52302) that required recognizing that a forest advertisement said to drown all camp fires.

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[4] See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the size-and-type-of-community groups. Size-and-type-of-community data pertain to in-school 17-year-olds only.

* * * * * * * * *

The data for each released exercise representing gleaning significant facts from passages are presented in the following manner. The upper part of the left page shows the exercise number and age level. Then the exercise is shown as it appeared to the respondent except here the correct answer is indicated. The percentage of 17-year-olds choosing each answer is also shown.

The exhibit on the lower part of the page shows the national percentage of success and the percentage of success for each group both tabularly (leftmost column of figures) and graphically (horizontal bars). The second column of figures on the left side of the exhibit shows the effects for all groups with asterisks (*) indicating those that are reliably different from the national percentage of success. The effects can also be seen graphically. Note the vertical dashed line descending from the end of the national percentage bar. This allows a visual comparison of each group percentage of success with the national percentage of success. The size-and-type-of-community information applies to "in-school" 17-year-olds only (labeled "17IS").

The right page again gives the exercise number and age level. It also gives the objective and major subobjective for which the exercise was written and a brief description of the exercise with unusual or interesting responses pointed out when appropriate.

Exercise 502 — Age 17

Read the passage and answer the question which follows it.

A sports car differs from an ordinary passenger car in that

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and better gas mileage than an ordinary passenger car.*

Nat'l % Choosing Each Answer		Which of these is the reason that a sports car can turn a corner more easily than passenger cars?
1.2	○	Compact size and disk brakes
[illegible]	○	Coil suspension and power steering
89.0	●	Small size and low center of gravity
1.7	○	Great length and minimum accessories
1.6	○	Road-gripping lines and heavy shock absorbers
2.[illegible]	○	I don't know.
0.[illegible]		No response

---

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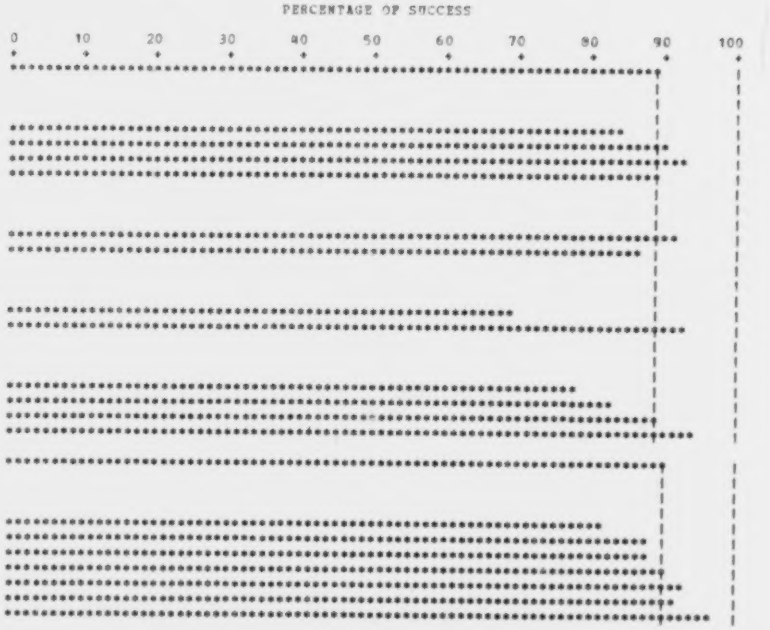
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
89.0	---	NATIONAL	
		REGION	
83.5	-5.5*		Southeast
90.2	1.3		West
92.3	3.3*		Central
88.4	-0.5		Northeast
		SEX	
91.4	2.4*		Male
86.6	-2.4*		Female
		COLOR	
68.1	-20.8*		Black
92.0	3.0*		White
		PARENTAL EDUCATION	
77.4	-11.6*		No High School
82.5	-6.4*		Some High School
88.7	-0.2		Graduated High Sch.
94.2	5.2*		Post High School
89.4	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
81.2	-8.2*		Extreme Inner City
87.5	-1.9		Extreme Rural
87.7	-1.7		Small City
90.5	1.0		Medium City
92.5	3.1		Rest Of Big City
90.9	1.5		Suburban Fringe
95.7	6.3*		Extreme Aff Suburb



Exercise 502 -- Age 17

Overlap: Ages 9, 13, Adult

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

The main idea in this passage--how sports cars differ from ordinary passenger cars--is supported by a variety of facts. Success on this exercise depends on 17-year-olds being able to relate two of these facts that explain why a sports car corners better than a passenger car. Eighty-nine percent of them were able to do so.

Exercise 503 -- Age 17

Read the passage and answer the question on the next page.

Helen Keller was born in 1880 in Tuscumbia, Alabama. When

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of her early years.*

Nat'l % Choosing Each Answer	When did Helen Keller study the problems of the blind?
2.3	○ As a major subject in college
1.8	○ Before deciding to go to college
82.0	● After she graduated from Radcliffe
10.4	○ During the time she was taught by Miss Sullivan
2.8	○ I don't know.
0.7	No response

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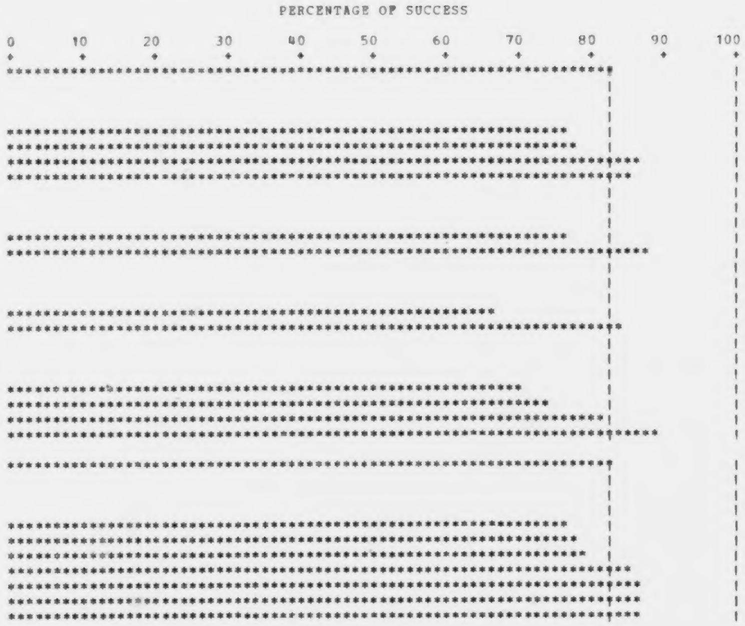
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	OUP EFFECT	VARIABLE______GROUP
82.0	---	NATIONAL
		REGION
76.0	-5.9*	Southeast
78.0	-3.9*	West
85.9	3.9*	Central
85.6	3.6*	Northeast
		SEX
76.4	-5.5*	Male
87.4	5.4*	Female
		COLOR
66.8	-15.1*	Black
84.3	2.3*	White
		PARENTAL EDUCATION
70.4	-11.6*	No High School
73.6	-8.3*	Some High School
81.6	-0.3	Graduated High Sch.
88.2	6.2*	Post High School
82.5	---	NATIONAL(17IS ONLY)
		SIZE-AND-TYPE OF COMMUNITY
76.0	-6.4	Extreme Inner City
77.6	-4.9	Extreme Rural
78.8	-3.6*	Small City
85.1	2.6	Medium City
86.8	4.3*	Rest Of Big City
86.6	4.1*	Suburban Fringe
86.1	3.6	Extreme Aff Suburb



Exercise 503 -- Age 17

Overlap: Ages 9, 13

Objective II: Analyze what is read.
Subobjective B: Perceive the structure and organization of the work.

On this exercise, 82% of the 17-year-olds successfully related the fact of Helen Keller's studying the problems of the blind to the total message of how she overcame her handicaps of blindness and deafness and then to help others with similar problems. The 10% who responded "During the time she was taught by Miss Sullivan," may have confused her overcoming her own handicap with her studying the problems of the blind. They did not properly relate the fact, study the problems of the blind, to the total message.

Exercise 506 -- Age 17

Read the passage and answer the questions on the next three pages. You may look back to this page if you wish.

POISON IVY

The interval for burning, itching, and finally water-filled

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restrictions

application is broken.*

(50601)

Nat'l % Choosing Each Answer		Which of the following is essential to avoid ivy dermatitis once a person is exposed to poison ivy?
0.7	○	Cut down the ivy plant
9.4	○	Do not scratch the affected areas.
2.1	○	Put calamine lotion on the affected areas.
1.4	○	Put iron salt solution on the exposed areas.
84.7	●	Wash all exposed areas within five minutes of exposure.
1.0	○	I don't know.
0.9		No response

---

*Poison-Ivy and Poison-Sumac, Glen S. Winterringer, reprinted by permission of the State of Illinois.

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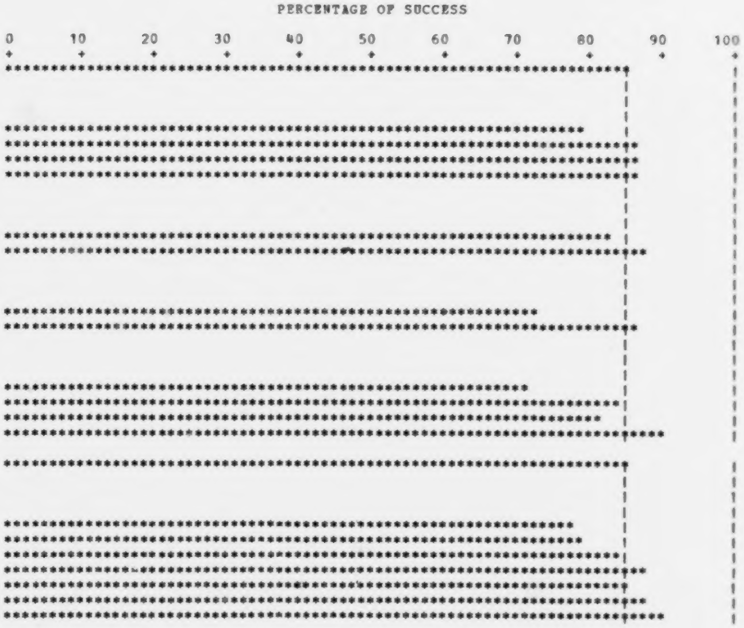
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
84.7	---	NATIONAL	
		REGION	
79.2	-5.5*		Southeast
86.4	1.8		West
85.8	1.2		Central
86.0	1.3		Northeast
		SEX	
82.2	-2.4*		Male
87.1	2.4*		Female
		COLOR	
73.0	-11.6*		Black
86.5	1.8*		White
		PARENTAL EDUCATION	
71.4	-13.3*		No High School
83.4	-1.3		Some High School
81.8	-2.8*		Graduated High Sch.
90.1	5.4*		Post High School
85.4	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
77.7	-7.7*		Extreme Inner City
79.3	-6.1		Extreme Rural
84.2	-1.2		Small City
87.2	1.7		Medium City
84.9	-0.5		Rest Of Big City
87.8	2.4		Suburban Fringe
90.3	4.9*		Extreme Aff Suburb



(S06021)

Nat'l % Choosing Each Answer	Which of the following will soothe the itching from ivy poisoning?
0.5	○ Cut down the ivy plant.
2.3	○ Do not scratch the affected areas.
84.6	● Put calamine lotion on the affected areas.
3.3	○ Put iron salt solution on the exposed areas.
4.2	○ Wash all exposed areas within about five minutes of exposure.
2.2	○ I don't know.
3.0	No response

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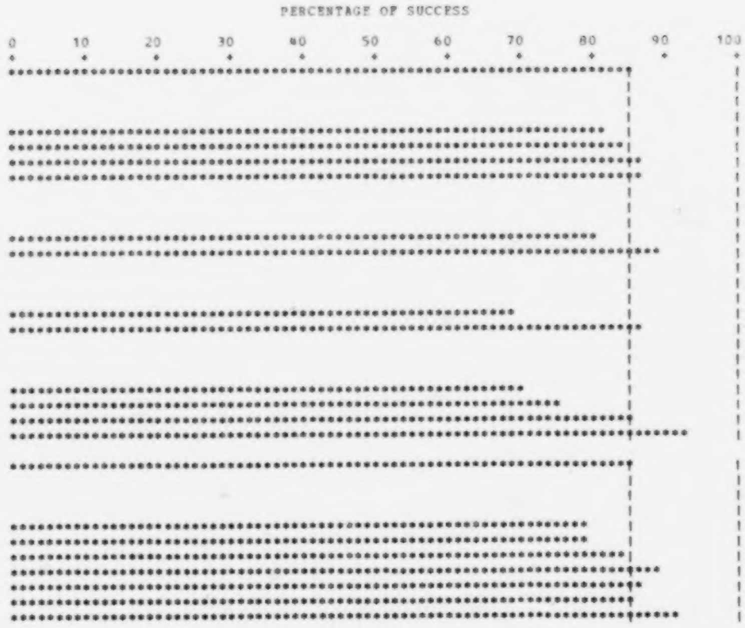
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
84.6	---	NATIONAL	
		REGION	
80.7	-3.9		Southeast
83.5	-1.1		West
86.3	1.7		Central
86.6	2.0		Northeast
		SEX	
80.3	-4.3*		Male
88.9	4.3*		Female
		COLOR	
69.1	-15.5*		Black
86.8	2.3*		White
		PARENTAL EDUCATION	
69.8	-14.8*		No High School
74.6	-10.0*		Some High School
84.4	-0.2		Graduated High Sch.
92.0	7.4*		Post High School
85.3	---	NATIONAL (17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
78.4	-6.9*		Extreme Inner City
78.2	-7.0*		Extreme Rural
83.6	-1.7		Small City
89.2	3.9*		Medium City
86.5	1.2		Rest Of Big City
84.5	-0.8		Suburban Fringe
91.6	6.3*		Extreme Aff Suburb



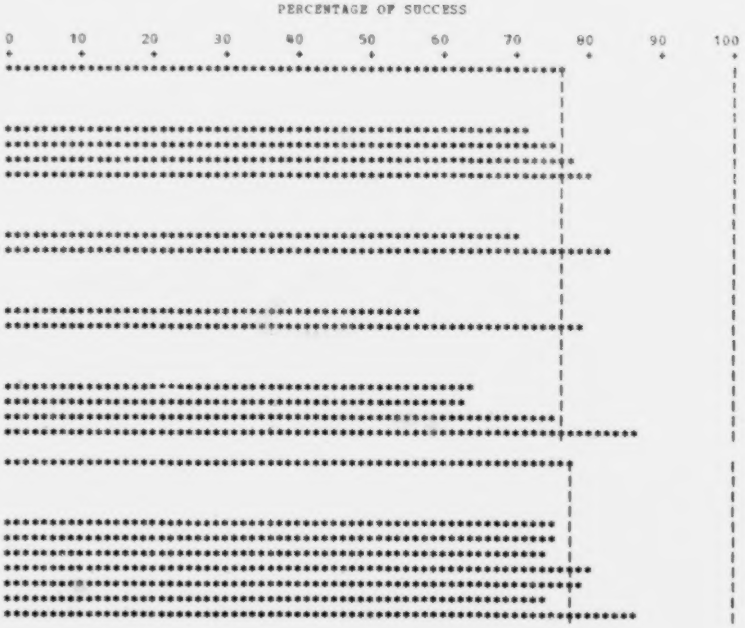
(50603)

Nat'l % Choosing Each Answer		What should you do if the ivy poisoning affects your eyelids?
3.7	○	Apply calamine lotion.
1.3	○	Apply iron salt solution.
2.9	○	Apply mild soap solution.
76.3	●	Apply wet packs of boric acid solution.
8.1	○	Apply a paste of baking soda and cornstarch.
4.1	○	I don't know.
3.5		No response

S02 10 5/1 04*X506031 R10000S0 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF UCCESS	GROUP EFFECT	VARIABLE	GROUP
76.3	---	NATIONAL	
		REGION	
71.7	-4.7		Southeast
74.7	-1.7		West
77.9	1.6		Central
79.7	3.3		Northeast
		SEX	
70.6	-5.8*		Male
82.1	5.8*		Female
		COLOR	
56.8	-19.6*		Black
79.2	2.8*		White
		PARENTAL EDUCATION	
63.5	-12.8*		No High School
62.3	-14.0*		Some High School
75.2	-1.1		Graduated High Sch.
86.4	10.1*		Post High School
77.4	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
74.4	-3.0		Extreme Inner City
75.0	-2.4		Extreme Rural
73.5	-3.9*		Small City
80.2	2.8		Medium City
79.2	1.8		Rest Of Big City
74.3	-3.1		Suburban Fringe
86.6	9.2*		Extreme Aff Suburb



(50604) Summary of all three parts.

0.5%	No response
4.5%	0 parts correct
9.1%	1 part correct
21.2%	2 parts correct
64.7%	3 parts correct

The exhibit below shows the percentages of success and group effects for all three parts correct.

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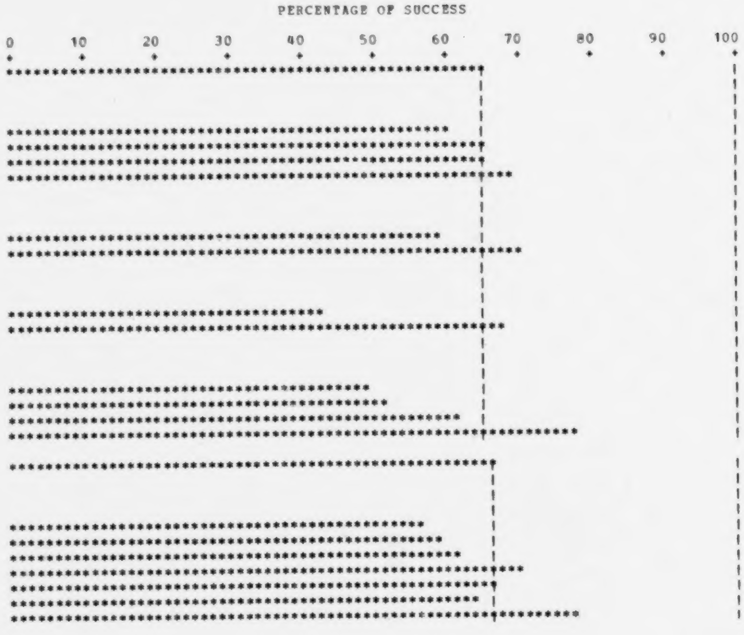
9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
64.7	---	NATIONAL	
		REGION	
60.5	-4.2		Southeast
64.5	-0.2		West
64.5	-0.2		Central
68.5	3.8		Northeast
		SEX	
59.0	-5.7*		Male
70.5	5.8*		Female
		COLOR	
41.9	-22.8*		Black
68.1	3.4*		White
		PARENTAL EDUCATION	
48.8	-15.9*		No High School
51.4	-13.3*		Some High School
60.7	-4.0*		Graduated High Sch.
77.0	12.3*		Post High School
65.7	---	NATIONAL (17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
56.5	-9.2		Extreme Inner City
58.9	-6.8		Extreme Rural
61.9	-3.9*		Small City
69.6	3.9		Medium City
65.9	0.2		Rest Of Big City
64.3	-1.4		Suburban Fringe
78.0	12.3*		Extreme Aff Suburb



Exercise 506 -- Age 17

Overlap: Ages 9, 13, Adult

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

The message of this passage pertains to what steps should be taken if one is exposed to poison ivy. Three types of "remedies" are asked for. Eighty-five percent of the 17-year-olds recognized that (if possible) one should wash the exposed areas within five minutes in order to prevent dermatitis (50601). The 9% who said "Do not scratch the affected areas" failed to grasp the message, avoid dermatitis, since not scratching only helps to prevent its spread.

Eighty-five percent recognized that one should apply calamine lotion in order to soothe the itching if infection does occur (50602), and 76% recognized that wet packs of boric acid solution should be applied if the eyelids become affected (50603).

Sixty-five percent of the 17-year-olds answered all three parts correctly, and 21% answered two parts correctly. Only 5% failed all three parts, and 9% answered only one part correctly (50604).

Exercise 509 -- Age 17

Read the passage and answer the question which follows it.

Helen Keller was born in Tuscumbia, Alabama. When she was

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alphabet and could read and write.*

Nat'l % Choosing Each Answer	Miss Sullivan's method of teaching chiefly made use of what?
3.0	○ Writing
4.5	○ Gestures
0.4	○ Pictures
1.6	○ Sound waves
88.0	● Sense of touch
0.8	○ I don't know.
1.8	No response

---

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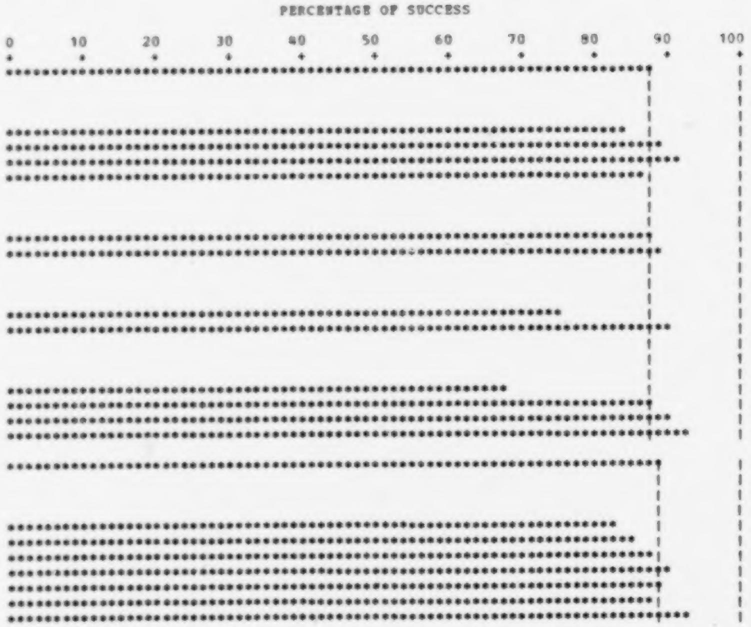
503 01 3/1 05*X509014 P0004050 9 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
88.0	---	NATIONAL	
		REGION	
83.7	-4.3*		Southeast
88.9	0.9		West
91.7	3.7*		Central
86.5	-1.4		Northeast
		SEX	
87.5	-0.4		Male
88.4	0.4		Female
		COLOR	
74.7	-13.3*		Black
89.7	1.6*		White
		PARENTAL EDUCATION	
68.3	-20.0*		No High School
87.2	-0.7		Some High School
89.5	1.5		Graduated High Sch.
92.1	4.1*		Post High School
88.2	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
82.5	-5.8		Extreme Inner City
85.7	-2.5		Extreme Rural
87.4	-0.8		Small City
89.8	1.6		Medium City
88.4	0.2		Rest Of Big City
87.8	-0.4		Suburban Fringe
93.0	4.8*		Extreme Aff Suburb



Exercise 509 -- Age 17

Overlap: Age 9

Objective IV: Reason logically from what is read.
Subobjective A: Draw appropriate inferences from the material that is read and "read between the lines" where necessary.

This exercise required 17-year-olds to relate many facts to the total message of how Helen Keller overcame her double handicap by using the sense of touch. Since the words "sense of touch" never occur in the passage and must be inferred, this exercise could have been included in Theme 7: Drawing Inferences. Eighty-eight percent of 17-year-olds selected "sense of touch."

Exercise 517 -- Age 17

Read the passage and answer the questions on the next page.

One spring, Farmer Brown had an unusually good field of

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restrictions

changes.*

Nat'l % Choosing Each Answer		The passage points out the importance of which fact?
2.3	○	A bird is simply an animal that eats up grain.
0.5	○	Wheat rust is similar to the rust on your own bicycle.
3.6	○	Only living factors determine how much corn can be raised.
2.4	○	How much wheat is grown depends on how much is planted.
82.3	●	Any change in the environment is likely to cause other changes.
5.4	○	I don't know.
3.6		No response

Balance in Nature, Bertha Morris Parker, reprinted by permission of Harper and Row Publishers.

```
S06 11  4/1  04*X517011 R10000S0                         9 13 17 A

                                 NATIONAL AND GROUP PERCENTAGES OF SUCCESS

 % OF     GROUP                                                      PERCENTAGE OF SUCCESS
SUCCESS   EFFECT   VARIABLE______GROUP     0       10      20      30      40      50      60      70      80      90      100
                                           +       +       +       +       +       +       +       +       +       +       +
  82.3     ---     NATIONAL                ******************************************************************

                   REGION
  73.6     -8.6*               Southeast   ***********************************************************
  78.3     -4.0                     West   ***************************************************************
  86.4      4.1*                 Central   **********************************************************************
  87.2      5.0*               Northeast   **********************************************************************

                   SEX
  79.6     -2.7*                    Male   ****************************************************************
  84.9      2.7*                  Female   ********************************************************************

                   COLOR
  55.8    -26.4*                   Black   *********************************************
  85.6      3.4*                   White   *********************************************************************

                   PARENTAL EDUCATION
  67.0    -15.3*          No High School   ******************************************************
  78.3     -3.9*        Some High School   ***************************************************************
  85.0      2.7*    Graduated High Sch.    ********************************************************************
  87.2      4.9*        Post High School   **********************************************************************

  82.9     ---     NATIONAL(17IS ONLY)     *******************************************************************

                   SIZE-AND-TYPE
                   OF COMMUNITY
  76.4     -6.4       Extreme Inner City   **************************************************************
  75.3     -7.6            Extreme Rural   *************************************************************
  81.4     -1.5               Small City   ******************************************************************
  81.2     -1.7              Medium City   *****************************************************************
  86.9      4.0          Rest Of Big City  **********************************************************************
  85.2      2.3          Suburban Fringe   *********************************************************************
  92.3      9.4*      Extreme Aff Suburb   **************************************************************************
```

Exercise 517 -- Age 17

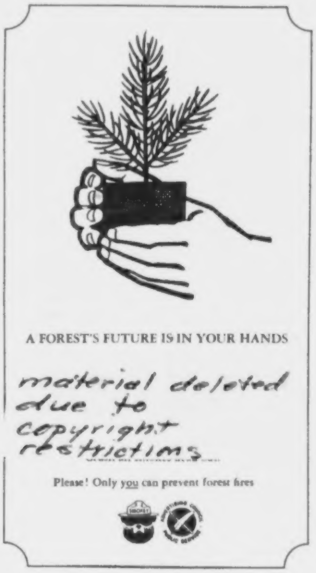
Overlap: Ages 9, 13, Adult

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

This passage discusses the balance among both living and non-living environmental factors and how an upset in any one of them can affect many others. The author sums this up in the final sentence of the passage, and this is the important fact the 17-year-olds were asked to recognize. Eighty-two percent of them were able to do so.

Exercise 523 -- Age 17

Here is an ad from a national magazine. Read it and complete the sentences on the opposite page.


A FOREST'S FUTURE IS IN YOUR HANDS
material deleted due to copyright restrictions
Please! Only you can prevent forest fires

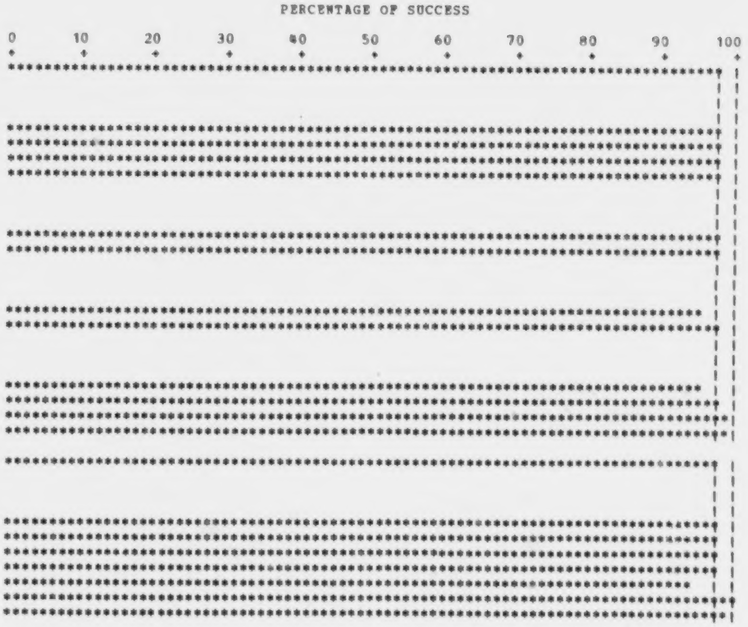
(Reprinted by permission of The Advertising Council.)

(52301)

Nat'l % Choosing Each Answer	The name of the bear pictured in the advertisement is
0.3	○ Bruno.
0.6	○ Forest.
0.7	○ Public Service.
97.5	● Smokey.
0.3	○ I don't know.
0.7	No response

S07 09 3/1 04*X523010 R1004050 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS



```
 % OF    GROUP
SUCCESS  EFFECT   VARIABLE_______GROUP

 97.5     ---     NATIONAL

                  REGION
 97.1    -0.4                 Southeast
 97.3    -0.2                      West
 97.6     0.1                   Central
 97.8     0.3                 Northeast

                  SEX
 97.0    -0.4                      Male
 97.9     0.4                    Female

                  COLOR
 94.5    -3.0*                    Black
 98.0     0.5*                    White

                  PARENTAL EDUCATION
 95.0    -2.5            No High School
 97.1    -0.4          Some High School
 98.4     1.0*      Graduated High Sch.
 98.6     1.1*         Post High School

 97.8     ---     NATIONAL(17IS ONLY)

                  SIZE-AND-TYPE
                  OF COMMUNITY
 97.3    -0.6       Extreme Inner City
 97.4    -0.4            Extreme Rural
 97.8    -0.0               Small City
 98.1     0.2              Medium City
 94.2    -3.7          Rest Of Big City
 99.4     1.5*         Suburban Fringe
 99.0     1.1       Extreme Aff Suburb
```

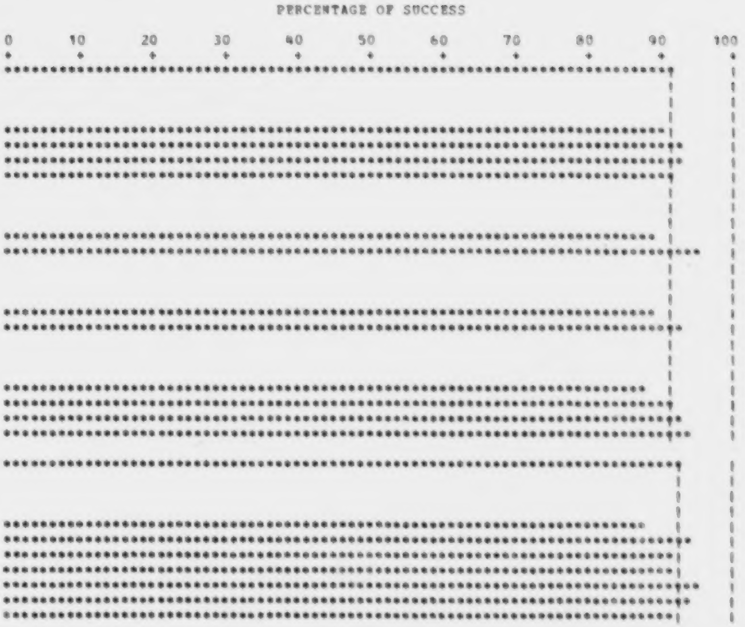
(52302)

Nat'l % Choosing Each Answer	The advertisement tells you to
0.7	○ stop smoking.
5.7	○ enjoy the forest.
91.9	● drown all camp fires.
0.3	○ plant trees and shrubs.
0.7	○ I don't know.
0.8	No response

S07 09 5/1 03*X523021 R10000S0 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
91.3	---	NATIONAL	
		REGION	
90.3	-1.6		Southeast
92.8	0.9		West
92.3	0.5		Central
91.7	-0.2		Northeast
		SEX	
88.5	-3.4*		Male
95.2	3.4*		Female
		COLOR	
88.9	-3.0		Black
92.2	0.4		White
		PARENTAL EDUCATION	
87.3	-4.6*		No High School
91.5	-0.4		Some High School
92.7	0.8		Graduated High Sch.
93.7	1.9*		Post High School
92.3	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
88.1	-4.2		Extreme Inner City
93.4	1.2		Extreme Rural
91.6	-0.7		Small City
91.5	-0.7		Medium City
95.4	3.1*		Rest Of Big City
94.3	2.0		Suburban Fringe
91.1	-1.1		Extreme Aff Suburb



Exercise 523 -- Age 17

Overlap: Age 13, Adult

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

This ad encourages people to prevent forest fires and suggests some ways to do this. Two of three parts of this exercise are reported here. The other part is reported in Theme 8: Critical Reading. Ninety-eight percent of 17-year-olds recognized the name of "Smokey" the bear (52301) and 92% recognized that the ad tells us to "drown all camp fires" (52302).

Exercise 524 -- Age 17

Read the paragraph and answer the question which follows it.

Any attempt to label an entire generation is unrewarding,

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youth.*

Nat'l % Choosing Each Answer		According to the paragraph, the origins of the word "beat" are
63.5	●	obscure.
21.0	○	clear to Americans.
6.5	○	attributed to Kerouac.
2.3	○	attributed to jazz musicians.
4.3	○	I don't know.
2.4		No response

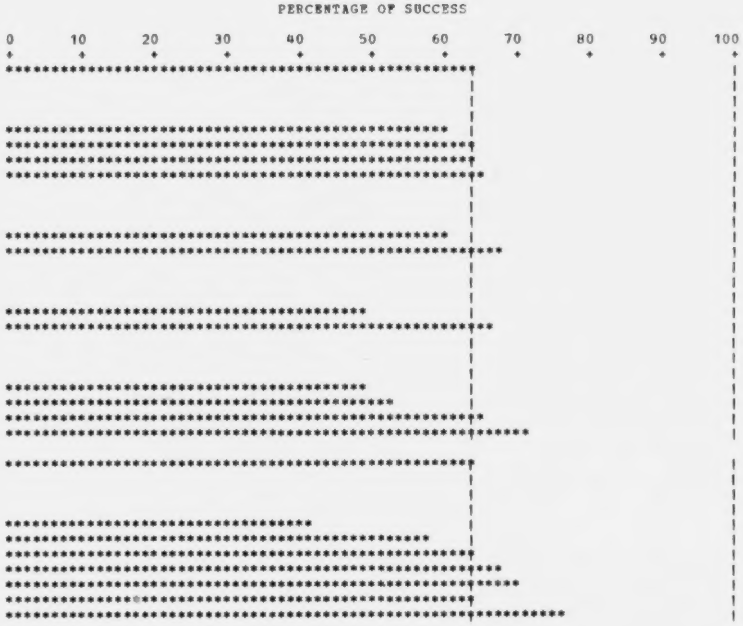
---

*"This is the Beat Generation," The Character of Prose, Clellon Holmes, reprinted by permission of New York Times Company.

S08 11 6/1 01*X524011 R10000S0 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
63.5	---	NATIONAL	
		REGION	
59.8	-3.7*		Southeast
64.2	0.7		West
64.4	0.9		Central
65.1	1.6		Northeast
		SEX	
60.1	-3.4*		Male
66.9	3.4*		Female
		COLOR	
48.4	-15.1*		Black
65.8	2.3*		White
		PARENTAL EDUCATION	
48.5	-15.0*		No High School
52.0	-11.5*		Some High School
64.8	0.9		Graduated High Sch.
71.2	7.7*		Post High School
64.2	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
40.7	-23.5*		Extreme Inner City
57.9	-6.3		Extreme Rural
64.2	-0.0		Small City
68.1	3.9		Medium City
70.5	6.3		Rest Of Big City
63.7	-0.5		Suburban Fringe
75.9	11.6*		Extreme Aff Suburb



Exercise 524 -- Age 17

Overlap: Age 13

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

This exercise concerns the "beat" generation. One of four parts is reported here. The other parts are reported in Theme 6: Main Ideas and Organization, Theme 4: Reference Materials and Theme 7: Drawing Inferences. Sixty-four percent of 17-year-olds recognized the fact that the origins of the word "beat" are obscure. However, 21% said the origins are "clear to Americans." They might have confused "origins" with meaning from the sentence, "The origins of the word 'beat' are obscure, but the meaning is only too clear to Americans."

Exercise 525 -- Age 17

(52501)

Read the passage and answer the questions which follow it.

It should come as no surprise to learn that 9 out of 10 are in

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borrow bank loans.*

Nat'l % Choosing Each Answer	According to the article, how many Americans are in debt?
3.9	○ 50%
0.5	○ 2 out of 3
0.3	○ 4 out of 5
94.4	● 9 out of 10
0.5	○ I don't know.
0.4	No response

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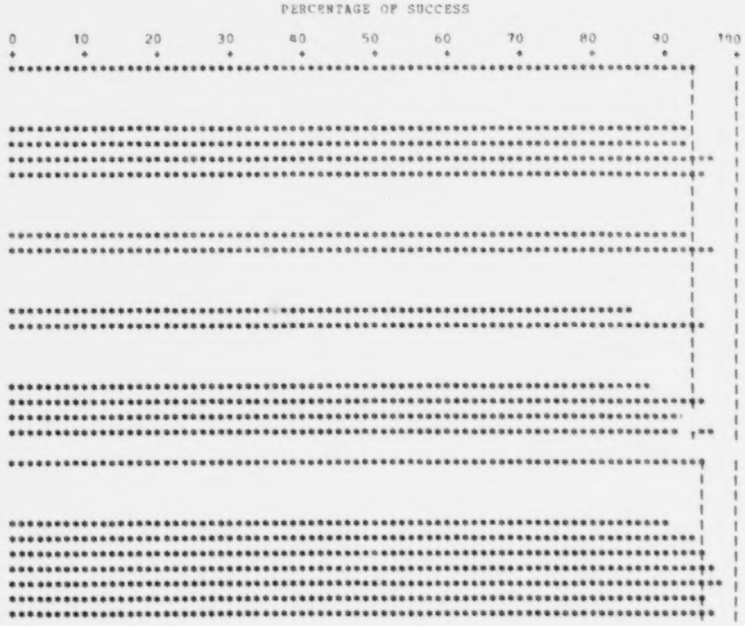
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
94.4	---	NATIONAL	
		REGION	
92.7	-1.7		Southeast
92.9	-1.4		West
95.8	1.4*		Central
95.2	0.9		Northeast
		SEX	
92.9	-1.5*		Male
95.7	1.3*		Female
		COLOR	
85.5	-8.8*		Black
95.5	1.1*		White
		PARENTAL EDUCATION	
87.9	-6.5*		No High School
94.7	0.4		Some High School
93.5	-0.8		Graduated High Sch.
96.8	2.5*		Post High School
95.0	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
90.1	-4.8		Extreme Inner City
93.6	-1.3		Extreme Rural
94.4	-0.6		Small City
96.1	1.1		Medium City
97.5	2.5*		Rest Of Big City
94.7	-0.3		Suburban Fringe
96.8	1.9		Extreme Aff Suburb



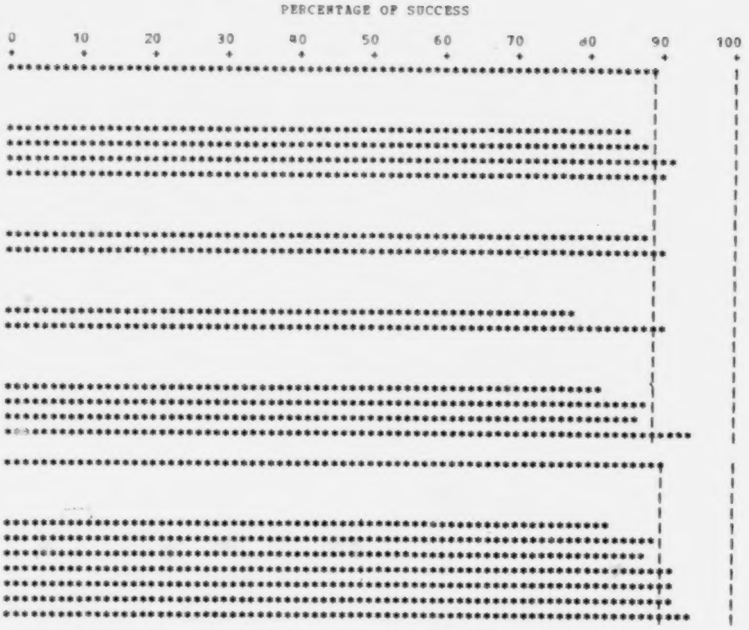
(52502)

Nat'l % Choosing Each Answer	According to government statistics, how much has income increased?
0.4	○ 5%
0.5	○ 10%
88.8	● 50%
0.7	○ 75%
7.6	○ 110%
0.8	○ I don't know.
1.2	No response

S05 12 4/1 03*X525021 R10000S0 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
88.8	---	NATIONAL	
		REGION	
84.7	-4.1*		Southeast
87.9	-0.9		West
91.0	2.2*		Central
90.1	1.2		Northeast
		SEX	
86.9	-1.9*		Male
90.5	1.7*		Female
		COLOR	
77.1	-11.7*		Black
90.2	1.4*		White
		PARENTAL EDUCATION	
80.7	-8.1*		No High School
87.6	-1.2		Some High School
86.2	-2.6*		Graduated High Sch.
93.1	4.3*		Post High School
89.4	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
81.9	-7.5*		Extreme Inner City
88.4	-1.0		Extreme Rural
87.6	-1.9		Small City
91.4	2.0		Medium City
91.3	1.8		Rest Of Big City
90.7	1.2		Suburban Fringe
93.4	3.9*		Extreme Aff Suburb



(52503) Summary of the two parts

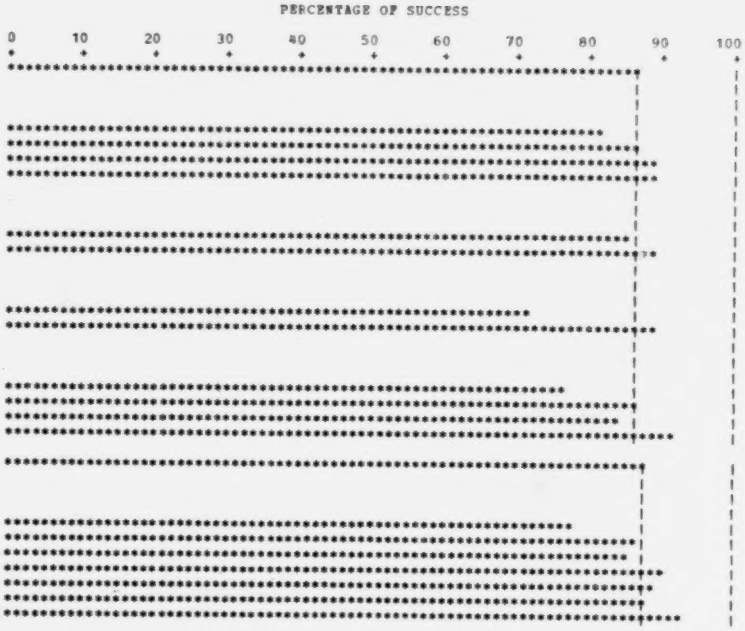
0.3%	No response
3.0%	0 parts correct
10.1%	1 part correct
86.5%	2 parts correct

The exhibit below gives the percentage of success and group effects for both parts correct.

S05 12B 1/2 12*X525030 R0000000 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
86.5	---	NATIONAL	
		REGION	
81.6	-4.9*		Southeast
86.0	-0.5		West
88.3	1.8		Central
88.4	1.9		Northeast
		SEX	
84.5	-2.1*		Male
88.3	1.8*		Female
		COLOR	
71.7	-14.8*		Black
88.3	1.8*		White
		PARENTAL EDUCATION	
76.7	-9.9*		No High School
86.0	-0.5		Some High School
83.7	-2.8*		Graduated High Sch.
91.4	4.9*		Post High School
87.2	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
77.6	-9.6*		Extreme Inner City
86.6	-0.6		Extreme Rural
85.1	-2.1		Small City
90.5	3.3*		Medium City
89.2	2.0		Rest Of Big City
87.7	0.5		Suburban Fringe
91.9	4.7*		Extreme Aff Suburb



Exercise 525 -- Age 17

Overlap: Age 13, Adult

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

This exercise asks for recognition of two clearly stated facts. Ninety-four percent of 17-year-olds recognized that "9 out of 10" Americans are in debt (52501), and 89% recognized that income has increased 50% (52502). Most of those who failed on the second part chose 110%--the rate of increase for debt. Eighty-seven percent responded correctly on both parts, 10% on one part, and 3% failed on both parts (52503).

Exercise 528 -- Age 17

Read the passage and answer the question which follows it.

Helen Keller was born in 1880 in Tuscumbia, Alabama. When

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articles, including an autobiography of her early years.*

Nat'l % Choosing Each Answer		According to the passage, what was the extent of Miss Keller's lecture tours?
3.5	○	Only in the United States
2.7	○	Only in two countries.
14.0	○	Only on two continents.
77.5	●	Only on three continents.
1.8	○	I don't know.
0.5		No response

---

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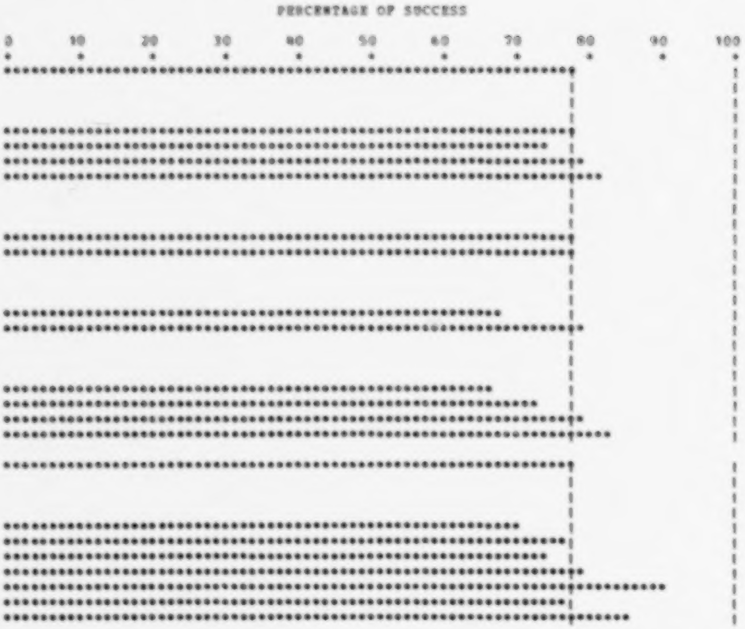
S02 11 3/1 04*X528011 R10000S0 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
77.5	---	NATIONAL	
		REGION	
76.9	-0.6		Southeast
73.2	-4.3*		West
78.2	0.7		Central
81.2	3.7		Northeast
		SEX	
77.8	0.3		Male
77.3	-0.3		Female
		COLOR	
67.0	-10.5*		Black
79.0	1.4*		White
		PARENTAL EDUCATION	
65.7	-11.9*		No High School
72.3	-5.2*		Some High School
78.1	0.6		Graduated High Sch.
82.3	4.8*		Post High School
77.6	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
69.9	-7.8		Extreme Inner City
75.9	-1.7		Extreme Rural
73.9	-3.7		Small City
78.8	1.1		Medium City
89.4	11.7*		Rest Of Big City
75.9	-1.7		Suburban Fringe
84.4	6.8*		Extreme Aff Suburb



Exercise 528 -- Age 17

Overlap: Age 13

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

Seventy-eight percent of 17-year-olds were able to recognize that Helen Keller toured three continents giving lectures. However, only two continents are mentioned by name, and the 14% who answered "two continents" did not take into account that the United States is in North America--a third continent.

Exercise 530 -- Age 17

Read the story carefully so that you can answer the questions on the next page without looking back at the story.

It was morning, and James Douglas awoke frightened. Perhaps

material deleted due to copyright restrictions

his eyes and pretended to sleep.*

Answer the following questions without referring to the story.

(53001)

In what city does the story take place?

Brooklyn

(53002)

In what month does the story take place?

December

(53003)

On what day does the story take place?

[illegible]

(53004)

61.6% All three parts correct.

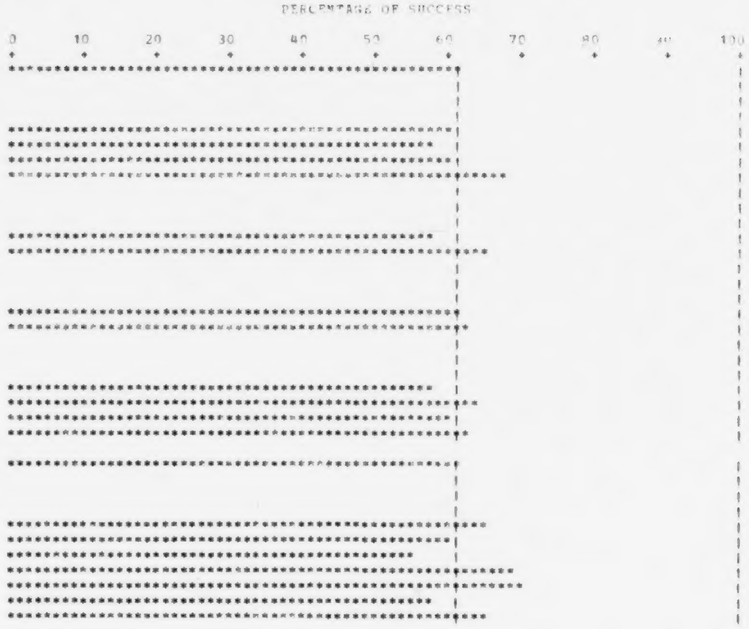
---

*"How Many Miles to Babylon?", reprinted by permission of David White Company.

S02 159 1/2 13*Y530040 R02300S0 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
61.6	---	NATIONAL	
		REGION	
59.6	-2.1		Southeast
58.1	-3.5		West
60.4	-1.2		Central
68.0	6.4*		Northeast
		SEX	
57.7	-3.9*		Male
65.5	3.9*		Female
		COLOR	
61.2	-0.4		Black
61.9	0.3		White
		PARENTAL EDUCATION	
58.1	-3.6		No High School
63.4	1.8		Some High School
59.6	-2.0		Graduated High Sch.
63.0	1.4		Post High School
61.6	---	NATIONAL(17TS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
64.7	3.1		Extreme Inner City
60.4	-1.2		Extreme Rural
54.9	-6.7*		Small City
68.6	7.0*		Medium City
70.2	8.6*		Rest Of Big City
57.8	-3.8		Suburban Fringe
65.2	3.6		Extreme Aff Suburb



Exercise 530 -- Age 17

Overlap: Age 13, Adult

Objective III: Use what is read.
Subobjective A: Remember significant parts of what is read.

This exercise required that 17-year-olds recall--without referring to the passage--the city, the month and the day in which the story took place. Success on this exercise was regarded as being able to recall all three (53004). Sixty-two percent were able to do so. However, 81% recalled Brooklyn (53001), 84% recalled November (53002) and 73% recalled Monday (53003). The exhibit refers to 53004--recalling all three parts.

Exercise 531 -- Age 17

Read the following story only once so that you can answer the questions on the next page without looking back at the story.

It was morning, and James Douglas awoke frightened. Perhaps

material deleted due to copyright restrictions

closed his eyes and pretended to sleep.*

Answer the following questions without referring to the story.

(53101)

How many women were in the room when James awoke?

Three

(53102)

What had James been thinking about when he went to bed the night before?

How to run away from school.

(53103)

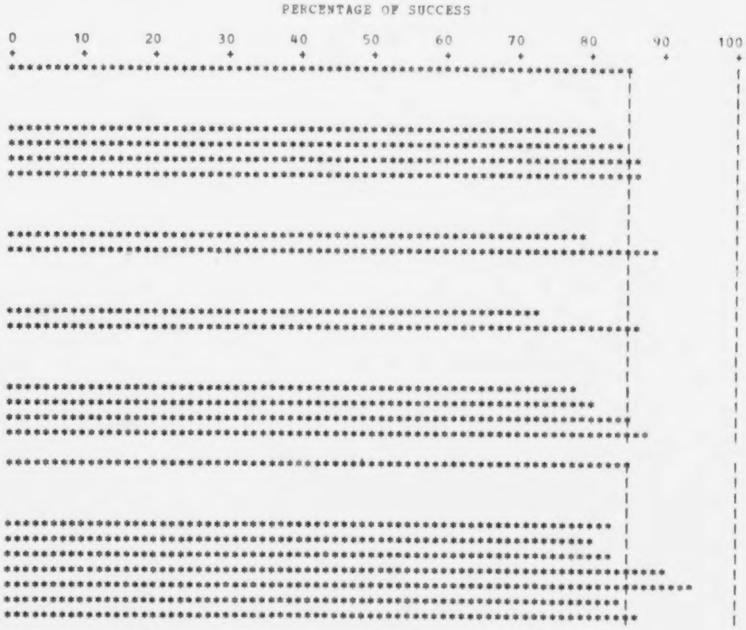
84.4% Both parts correct.

*"How Many Miles to Babylon?", reprinted by permission of David White Company.

S01 12B 1/2 12*X531030 R00300S0 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
84.4	---	NATIONAL	
		REGION	
80.2	-4.2*		Southeast
83.5	-0.9		West
86.1	1.7		Central
86.7	2.3		Northeast
		SEX	
79.1	-5.3*		Male
89.1	4.7*		Female
		COLOR	
72.2	-12.3*		Black
85.8	1.4*		White
		PARENTAL EDUCATION	
77.9	-6.6*		No High School
79.7	-4.8*		Some High School
84.6	0.1		Graduated High Sch.
87.6	3.1*		Post High School
85.3	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
82.5	-2.8		Extreme Inner City
79.4	-5.8*		Extreme Rural
82.1	-3.2*		Small City
89.8	4.6*		Medium City
93.8	8.6*		Rest Of Big City
84.2	-1.0		Suburban Fringe
86.8	1.5		Extreme Aff Suburb



Exercise 531 -- Age 17

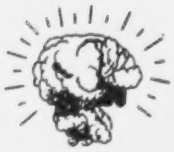
Overlap: Age 13

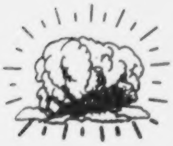
Objective III: Use what is read.
Subobjective A: Remember significant parts of what is read.

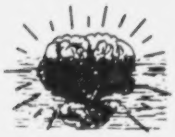
This exercise required that 17-year-olds recall--without referring to the passage--the number of women in the room and what James had been thinking about when he went to bed. Note that the story is the same as for Exercise R530. Success on this exercise was regarded as being able to recall both parts (53103). Eighty-four percent were able to do so. However, 93% were able to recall that three women were in the room (53101), and 89% recalled that James had been thinking about how to run away from school (53102). The exhibit refers to 53103--recalling both parts.

Exercise 535 -- Age 17

Skim the information given below and then complete the sentences on the next page.







Nuclear Bursts

An air burst is defined as one in which the bomb is exploded in the air so high above land or water that the fireball (at maximum brilliance) does not touch the surface. Great blast and heat hazards are produced. The heat wave resulting from the explosion of a one-megaton nuclear weapon can cause moderately severe burns of exposed skin as far as 12 miles from the point of detonation. The warmth may be felt at a distance of 75 miles. Practically no early or close-in fallout is produced.

In a surface burst, the ball of fire touches the ground. Because of its intense heat, large amounts of rock, soil, and other materials will be vaporized and will rise up into the cloud. An important difference between a surface burst and an air burst is that in the surface burst the atomic cloud is much more heavily loaded with the vaporized material; therefore, a surface burst causes much more early radioactive fallout than an air burst.

A subsurface burst is one in which the center of a nuclear explosion occurs under the ground or under water. Underground or underwater shock is produced. According to the depth at which the explosion occurs, some of the shock will escape to produce air blast. Much of the heat wave and immediate nuclear radiation is absorbed within a short distance by the water or ground. However, large amounts of earth or water near the explosion will be contaminated with radioactive material.

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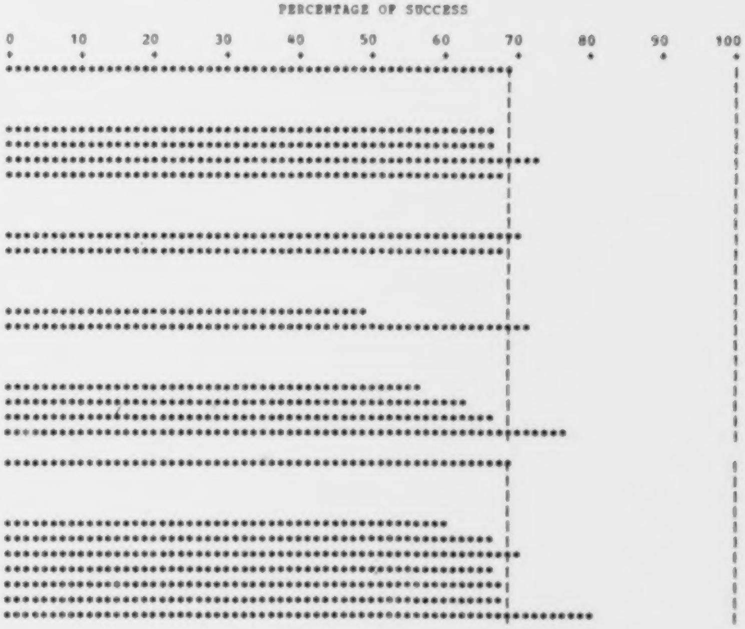
(53501)

Nat'l % Choosing Each Answer	Immediate danger from radioactive fallout is most likely to occur after
13.1	○ an air burst.
68.3	● a surface burst.
3.9	○ an underwater burst.
7.8	○ an underground burst.
3.9	○ I don't know.
2.9	No response

S03 03 4/1 02*X535013 R0030050 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
68.3	---	NATIONAL	
		REGION	
65.7	-2.6		Southeast
66.7	-1.6		West
72.1	3.8		Central
68.0	-0.3		Northeast
		SEX	
69.4	1.1		Male
67.2	-1.1		Female
		COLOR	
49.0	-19.3*		Black
70.8	2.5*		White
		PARENTAL EDUCATION	
55.9	-12.4*		No High School
61.9	-6.4*		Some High School
65.9	-2.4		Graduated High Sch.
76.2	7.8*		Post High School
69.0	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
59.5	-9.5*		Extreme Inner City
66.7	-2.3		Extreme Rural
70.3	1.3		Small City
66.1	-2.9		Medium City
68.0	-1.0		Rest Of Big City
67.2	-1.8		Suburban Fringe
79.5	10.5*		Extreme Aff Suburb



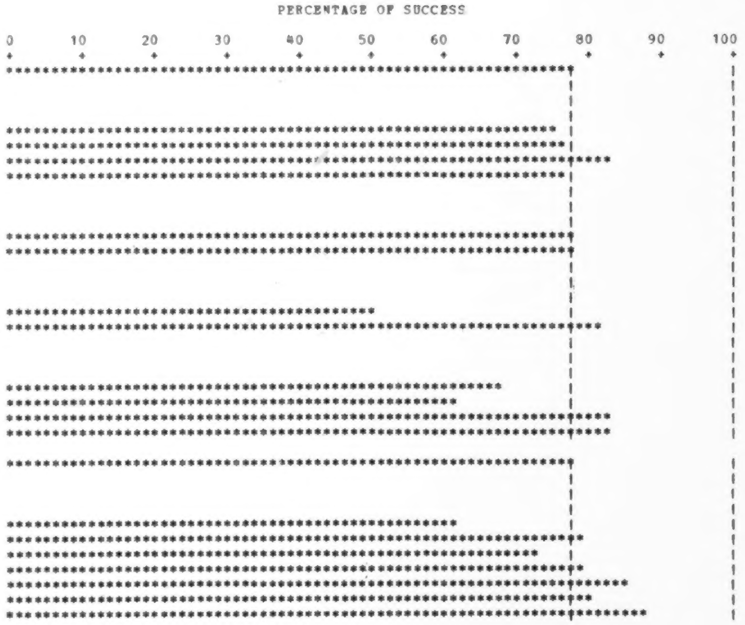
(53502)

Nat'l % Choosing Each Answer		The intense heat of a nuclear air burst can cause skin burns and fires
77.7	●	several miles from the point of detonation.
6.7	○	only within a mile's radius of the point of detonation.
2.4	○	only when it is not raining within the area of explosion.
1.8	○	in areas which are only north or west of the point of detonation.
5.9	○	I don't know.
5.6		No response

503 03 5/1 31*X535023 R0030050 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
77.7	---	NATIONAL	
		REGION	
75.0	-2.7		Southeast
76.5	-1.1		West
82.1	4.4*		Central
76.3	-1.4		Northeast
		SEX	
77.6	-0.1		Male
77.8	0.1		Female
		COLOR	
49.7	-28.0*		Black
81.3	3.6*		White
		PARENTAL EDUCATION	
67.2	-10.5*		No High School
61.7	-15.9*		Some High School
82.0	4.3*		Graduated High Sch.
82.8	5.1*		Post High School
77.8	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
61.7	-16.1*		Extreme Inner City
78.7	0.9		Extreme Rural
72.7	-5.1*		Small City
78.7	0.9		Medium City
85.0	7.2		Rest Of Big City
79.7	1.8		Suburban Fringe
87.3	9.5*		Extreme Aff Suburb



Exercise 535 -- Age 17

Overlap: Age 13

Objective III: Use what is read.
Subobjective C: Obtain information efficiently.

On each of the two parts of this exercise, the 17-year-olds had to relate a fact to the total message about the nature of various types of atomic bursts. On the first part (53501), 68% correctly recognized that a surface burst produces the greatest immediate danger from radioactive fallout. On the second part (53502), 78% correctly recognized that the heat from a nuclear air burst can cause skin burns several miles from the point of detonation.

Exercise 538 -- Age 17

Read the passage and complete the sentences which follow it.

> **NOTICE**
>
> This film will be replaced with an equivalent amount of unexposed Filmo film if found defective in manufacture, labeling, or packaging, or if damaged or lost by us or any subsidiary company even though by negligence or other fault. Except for such replacement, this film is sold and will be accepted for processing or any other purpose without warranty or liability. Since color dyes may change in time, this film will not be replaced for, or otherwise warranted against, any change of color.

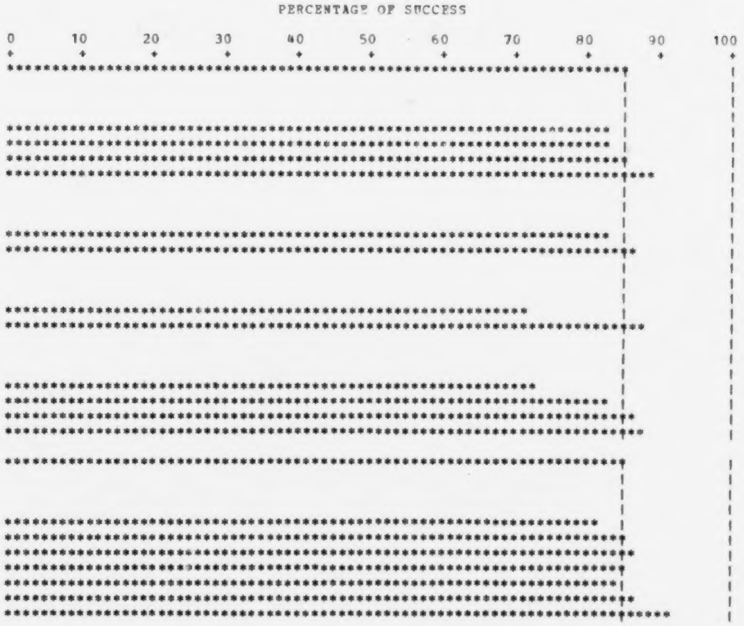
(53801)

Nat'l % Choosing Each Answer	If the film is damaged by a subsidiary company by negligence,
84.8	● the film will be replaced.
13.7	○ the film will not be replaced.
0.8	○ I don't know.
0.7	No response

S07 04 3/1 01*X538011 R10000S0 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
84.8	---	NATIONAL	
		REGION	
82.1	-2.7*		Southeast
82.3	-2.5		West
85.1	0.3		Central
88.8	3.9*		Northeast
		SEX	
83.0	-1.8*		Male
86.6	1.8*		Female
		COLOR	
71.0	-13.8*		Black
87.0	2.2*		White
		PARENTAL EDUCATION	
72.8	-12.0*		No High School
83.0	-1.8		Some High School
85.8	1.0		Graduated High Sch.
88.0	3.1*		Post High School
85.5	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
81.4	-4.1		Extreme Inner City
85.2	-0.3		Extreme Rural
85.7	0.2		Small City
84.4	-1.1		Medium City
83.5	-2.0		Rest Of Big City
86.0	0.4		Suburban Fringe
91.3	5.8*		Extreme Aff Suburb



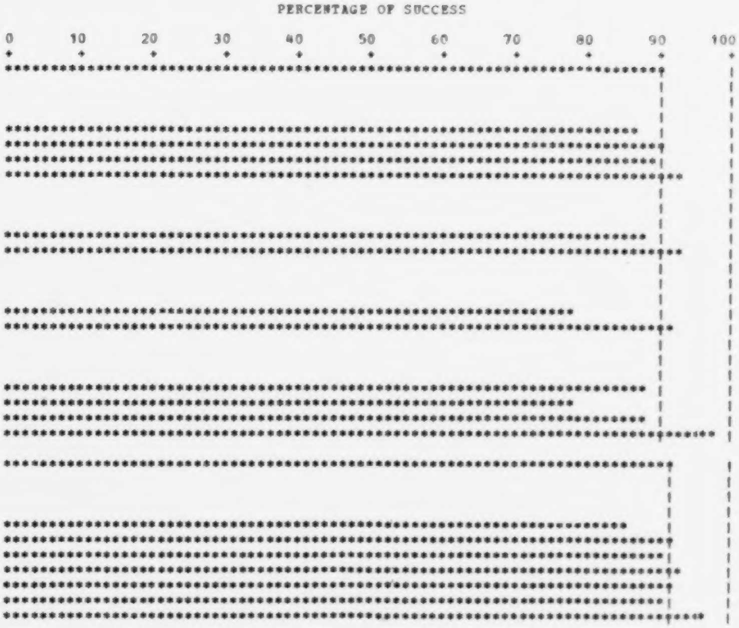
(53802)

Nat'l % Choosing Each Answer	The film will not be replaced for any change in color because
3.1	○ color dyes never change.
89.8	● color dyes change in time.
1.4	○ the film is not color film.
2.3	○ the company does not do the coloring itself.
2.1	○ I don't know.
1.3	No response

S07 04 4/1 02*X538021 R10000S0 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
89.8	---	NATIONAL	
		REGION	
86.9	-2.9*		Southeast
89.4	-0.3		West
89.3	-0.4		Central
92.6	2.9*		Northeast
		SEX	
87.0	-2.7*		Male
92.5	2.8*		Female
		COLOR	
77.3	-12.5*		Black
91.4	1.6*		White
		PARENTAL EDUCATION	
87.3	-2.4		No High School
77.6	-12.2*		Some High School
87.6	-2.2*		Graduated High Sch.
97.0	7.2*		Post High School
90.8	---	NATIONAL(17IS ONLY)	
		SIZE-AND-TYPE OF COMMUNITY	
85.3	-5.5*		Extreme Inner City
91.0	0.2		Extreme Rural
90.0	-0.8		Small City
92.2	1.4		Medium City
91.5	0.7		Rest Of Big City
90.0	-0.8		Suburban Fringe
95.9	5.1*		Extreme Aff Suburb



(038031) Summary of the two parts

0.4%	No response
1.0%	0 parts correct
18.5%	1 part correct
78.0%	2 parts correct

The exhibit below gives the percentage of success and group effects for both parts correct.

```
S07 04B 1/2  12*X538030 R0000000                       17

                                                         NATIONAL AND GROUP PERCENTAGES OF SUCCESS

  % OF     GROUP                                                            PERCENTAGE OF SUCCESS
 SUCCESS   EFFECT     VARIABLE_______GROUP
                                                0         10        20        30        40        50        60        70        80        90        100
                                                +         +         +         +         +         +         +         +         +         +         +
  78.0      ---     NATIONAL                      ******************************************************************************|                     |
                                                                                                                              |                     |
                                                                                                                              |                     |
                    REGION                                                                                                    |                     |
  73.6     -4.4*                     Southeast    **************************************************************************    |                     |
  75.7     -2.4                           West    ****************************************************************************  |                     |
  77.5     -0.6                        Central    ******************************************************************************|                     |
  84.1      6.1*                     Northeast    ******************************************************************************|*****                |
                                                                                                                              |                     |
                                                                                                                              |                     |
                    SEX                                                                                                       |                     |
  74.8     -3.3*                          Male    ***************************************************************************   |                     |
  81.3      3.3*                        Female    ******************************************************************************|**                   |
                                                                                                                              |                     |
                                                                                                                              |                     |
                    COLOR                                                                                                     |                     |
  57.9    -20.1*                         Black    **********************************************************                    |                     |
  81.0      3.0*                         White    ******************************************************************************|**                   |
                                                                                                                              |                     |
                                                                                                                              |                     |
                    PARENTAL EDUCATION                                                                                        |                     |
  63.9    -14.3*                No High School    ****************************************************************              |                     |
  63.4    -14.6*              Some High School    ***************************************************************               |                     |
  78.7      0.7            Graduated High Sch.    ******************************************************************************|                     |
  85.9      7.9*              Post High School    ******************************************************************************|*******              |
                                                                                                                                                    |
  79.3      ---     NATIONAL(17IS ONLY)           *******************************************************************************|                    |
                                                                                                                               |                    |
                    SIZE-AND-TYPE                                                                                              |                    |
                    OF COMMUNITY                                                                                               |                    |
  72.4     -6.8             Extreme Inner City    ************************************************************************       |                    |
  78.2     -1.0                  Extreme Rural    ****************************************************************************** |                    |
  78.8     -0.4                     Small City    *******************************************************************************|                    |
  80.7      1.4                    Medium City    *******************************************************************************|*                   |
  77.6     -1.7               Rest Of Big City    ****************************************************************************** |                    |
  78.0     -1.3                Suburban Fringe    ****************************************************************************** |                    |
  88.3      9.0*            Extreme Aff Suburb    *******************************************************************************|********            |
```

Exercise 538 -- Age 17

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

This exercise concerns a guarantee for film. Eighty-five percent of 17-year-olds recognized the fact that the film will be replaced if damaged by a subsidiary company by negligence (53801), and 90% recognized that the film will not be replaced for any change in color because color dyes change in time (53802). Seventy-eight percent responded correctly on both parts and 19% on one part. Only 3% failed on both parts.

Exercise 539 -- Age 17

Read the story and answer the question which follows it.

After two weeks of unusually high-speed travel we reached

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to copyright
restrictions

[illegible], they were a [illegible]
unless they were having a lover's quarrel, when they turned gray.*

Nat'l % Choosing Each Answer	How did the Frandibles communicate?
1.8	○ By lighting up
2.9	○ By sign language
80.5	● By thought waves
7.3	○ By changing color
5.0	○ By shaking "hands"
1.7	○ I don't know.
0.6	No response

---

*Space Trip, Martha S. Clapp, reprinted by permission of Martha S. Clapp.

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S07 05  3/1  03*X539011 U10000S0                           17

                                    NATIONAL AND GROUP PERCENTAGES OF SUCCESS

  % OF    GROUP                                                          PERCENTAGE OF SUCCESS
SUCCESS   EFFECT    VARIABLE_______GROUP
                                              0        10        20        30        40        50        60        70        80        90       100
                                              +         +         +         +         +         +         +         +         +         +         +
  80.5      ---     NATIONAL                  *********************************************************************************                   +
                                                                                                                              |                   |
                    REGION                                                                                                    |                   |
  75.3     -5.2*               Southeast      ****************************************************************************    |                   |
  81.0      0.5                     West      **********************************************************************************                  |
  78.7     -1.8                  Central      ********************************************************************************|                   |
  85.8      5.3*               Northeast      ***************************************************************************************             |
                                                                                                                              |                   |
                    SEX                                                                                                       |                   |
  78.9     -1.6                     Male      ********************************************************************************|                   |
  82.1      1.6*                  Female      ***********************************************************************************                 |
                                                                                                                              |                   |
                    COLOR                                                                                                     |                   |
  68.8    -11.7*                   Black      **********************************************************************          |                   |
  82.1      1.6*                   White      ***********************************************************************************                 |
                                                                                                                              |                   |
                    PARENTAL EDUCATION                                                                                        |                   |
  68.3    -12.2*          No High School      *********************************************************************           |                   |
  69.9    -10.5*        Some High School      ***********************************************************************         |                   |
  79.5     -1.0      Graduated High Sch.      ********************************************************************************|                   |
  89.1      8.6*        Post High School      ******************************************************************************************          |

  81.7      ---     NATIONAL(17IS ONLY)       **********************************************************************************                  |
                                                                                                                               |                  |
                    SIZE-AND-TYPE                                                                                              |                  |
                    OF COMMUNITY                                                                                               |                  |
  76.7     -5.0       Extreme Inner City      ******************************************************************************   |                  |
  81.8      0.1            Extreme Rural      ***********************************************************************************                 |
  79.4     -2.3               Small City      ******************************************************************************** |                  |
  83.6      1.9              Medium City      *************************************************************************************               |
  81.5     -0.1         Rest Of Big City      **********************************************************************************                  |
  82.3      0.6          Suburban Fringe      ***********************************************************************************                 |
  87.8      6.1*      Extreme Aff Suburb      *****************************************************************************************           |
```

Exercise 539 -- Age 17

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

This passage discusses a space trip to the planet Xeno, land of the Frangibles--a people possessing a variety of unusual characteristics. Eighty-one percent of 17-year-olds recognized that Frangibles communicate by thought waves.

CHAPTER 6

RESULTS FOR YOUNG ADULTS

The young adults (ages 26-35) participating in the 1970-71 Reading assessment were born between April 1, 1935, and March 31, 1945.

First, we describe each group's overall performance on the Theme 5 exercises, then we indicate those exercises on which the group's performance differs atypically from the group's median level. Finally, we present each released exercise and an exhibit showing the results for each group on that exercise.

Twenty specific effects (behaviors) on gleaning significant facts from passages are summarized at the young adult level. Ten of these represent released exercises and are described in detail. The other 10 represent unreleased exercises to be used in future assessments. Exhibit 6-1 shows the distribution of the 20 effects representing Theme 5 for each group relative to the national level indicated by the 0 line. Each group's median level is indicated by an arrow (→). Each specific behavior is represented by a box with an X (☒) unless it differs atypically from the group's median level; then it is represented by an open box (☐).

When a group's overall behavior has been described as tending to be above (+) or tending to be below (-) or as characteristically above (++) or as characteristically below (--) the national level, a specific behavior for that group can be: (1) atypically farther from the national level than is the group's median level, or (2) atypically closer to[1] the national level.

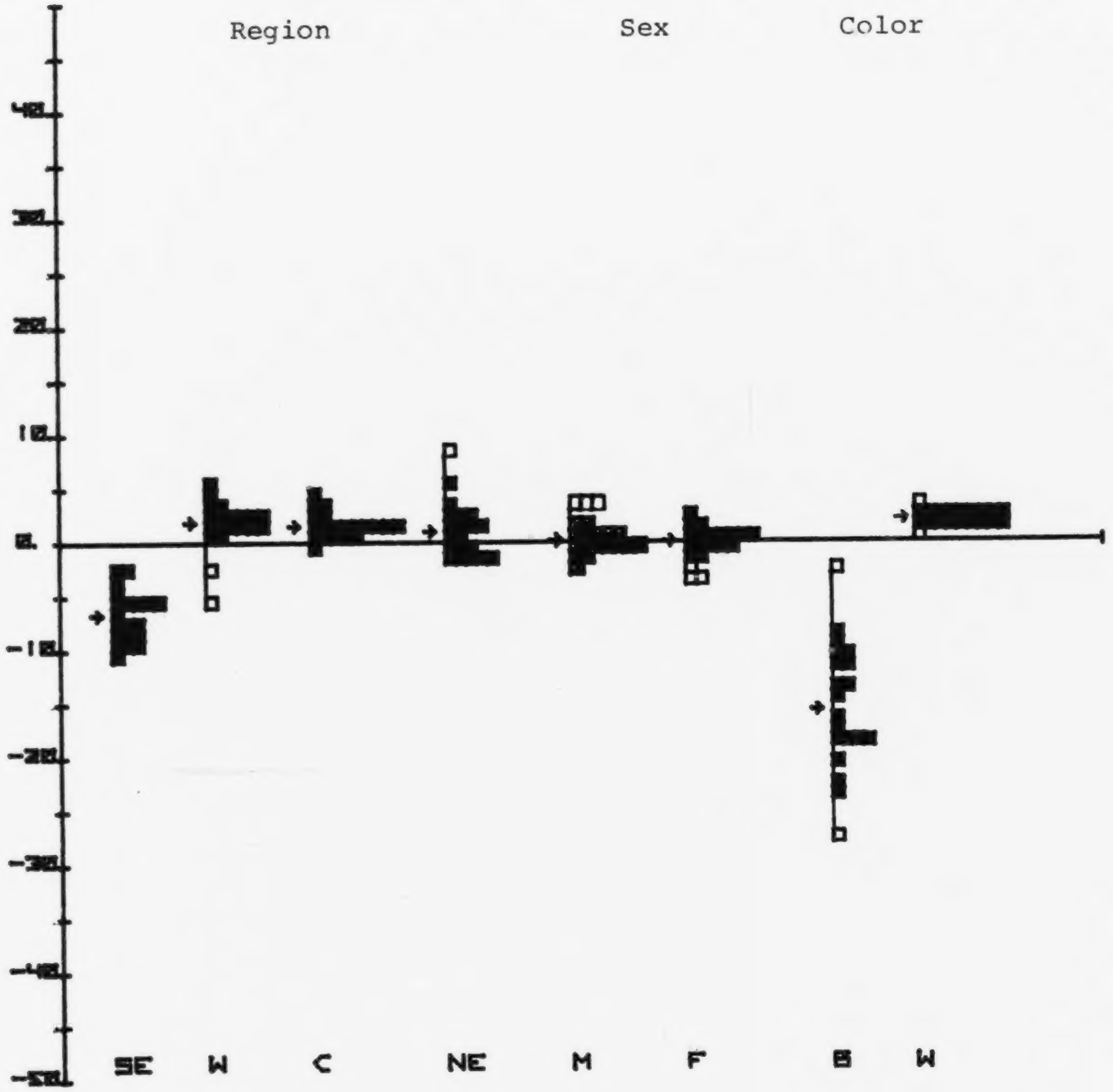
When a group's overall behavior has been described as being about the same (0) as the national level, a specific behavior for that group can be atypically high or atypically low relative to the group's median level.

---

[1] An atypical effect (or behavior) described as closer to the national level may be (1) less extreme in the same direction as a group's tendency or characteristic, or (2) it may occur in the opposite direction from the national level as the group's median level.

EXHIBIT 6-1A

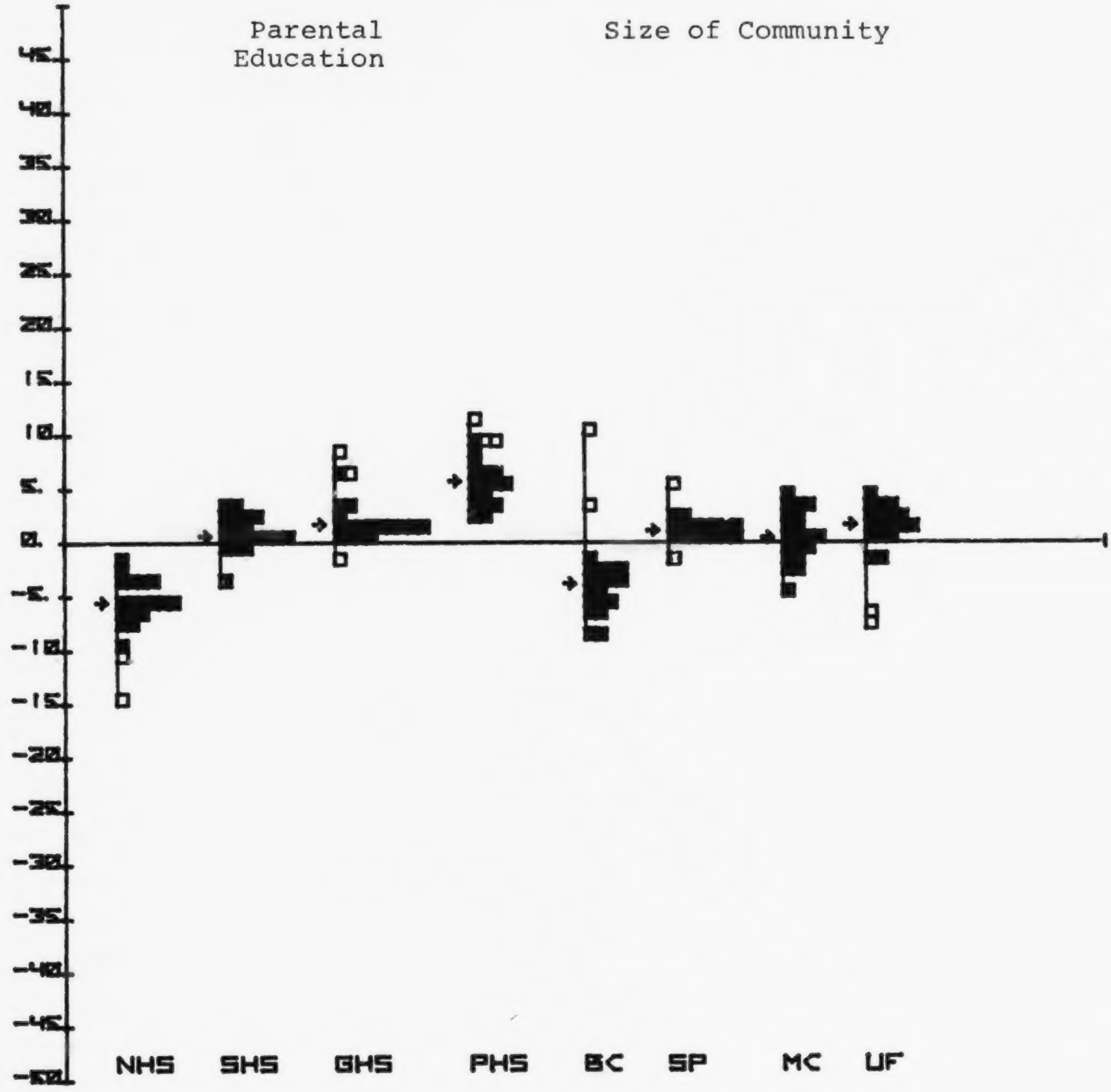
Distributions of Effects for Adults



Median -6.7 1.5 -0.0 -15.7
Effect
1.9 1.0 0.0 2.0

EXHIBIT 6-1B

Distributions of Effects for Adults



Median -5.2 1.7 -3.8 0.4
Effect

0.6 5.7 1.1 1.7

Region

With a median effect of -6.7, Southeastern young adults had an overall behavior characteristically below the national level. They had no atypical behaviors.

Northeastern young adults had a median effect of 1.0 and an overall behavior that tended to be about the same as the national level. Their behavior was atypically high on released Exercise R53004 that required recalling the city, day and month in which a story took place.

With median effects of 1.9 and 1.5, respectively, the Western and Central young adults had overall behaviors that tended to be above the national level. The Western group performed atypically closer to the national level on released Exercise R53004 and on unreleased Exercise U52902 regarding information from fishing rules. The Central group had no atypical behaviors.

Sex

Both the men and women had median effects of 0.0 and thus had overall behaviors that tended to be about the same as the national level. The men performed atypically high and the women atypically low on three unreleased exercises. Exercises U52901 and U52902 regarded information from fishing rules, and U53606 required recognizing how to apply for a job in an ad.

Color

Black young adults had a median effect of -15.7 and an overall behavior characteristically below the national level, while White adults had a median effect of 2.0 and an overall behavior characteristically above the national level. Both groups performed atypically closer to the national level on Exercise R53004 that required recalling the city, day and month in which a story took place. Both groups performed atypically farther from the national level on unreleased Exercise U52901.

Parental Education[2]

The no-high-school group had a median effect of -5.5 and an overall behavior characteristically below the national level.

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[2] See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the parental-education groups.

Their behavior was atypically farther from the national level on Exercise U52901 regarding information from fishing rules and on Exercise U53406 that required recalling a variety of things about a man in a story.

With median effects of 0.6 and 1.7, respectively, the some-high-school and graduated-from-high-school groups had overall behaviors tending to be above the national level. The some-high-school group had no atypical behaviors. The graduated-from-high-school group performed atypically farther from the national level on Exercises U52902 regarding information from fishing rules and on Exercise U53406.

The post-high-school group had a median effect of 5.7 and an overall behavior characteristically above the national level. They performed atypically farther from the national level on Exercises U52901, U53406 and on R50603 that required recognizing that a wet pack of boric acid solution should be used when poison ivy affects the eyelids.

Size of Community[3]

The big-city group had a median effect of -3.8 and an overall behavior that tended to be below the national level. Their behavior was atypically closer to the national level on Exercise R53004 that required recalling the city, day and month in which a story takes place and on Exercise U53406 that required recalling a variety of things about a man in a story.

The medium-city group had a median effect of 0.4 and an overall behavior tending to be about the same as the national level. They had no atypical behaviors.

With median effects of 1.1 and 1.7, respectively, the small-place and urban-fringe groups had overall behaviors that tended to be above the national level. The small-place group performed atypically farther from the national level on Exercise U52902 regarding information from fishing rules, and they performed atypically closer to the national level on Exercise R53406. The urban-fringe group performed atypically closer to the national level on Exercise U52902 and Exercise R53004.

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[3] See the General Information Yearbook, Chapter 3 (Report 02-GIY) for definitions of the size-of-community groups.

* * *　　* * *　　* * *

The data for each released exercise representing gleaning significant facts from passages are presented in the following manner. The upper part of the left page shows the exercise number and age level. Then the exercise is shown as it appeared to the respondent except here the correct answer is indicated. The percentage of young adults choosing each answer is also shown.

The exhibit on the lower part of the page shows the national percentage of success and the percentage of success for each group both tabularly (leftmost column of figures) and graphically (horizontal bars). The second column of figures on the left side of the exhibit shows the effects for all groups with asterisks (*) indicating those that are reliably different from the national percentage of success. The effects can also be seen graphically. Note the vertical dashed line descending from the end of the national percentage bar. This allows a visual comparison of each group percentage of success with the national percentage of success.

The right page again gives the exercise number and age level. It also gives the objective and major subobjective for which the exercise was written and a brief description of the exercise with unusual or interesting responses pointed out when appropriate.

RELEASED EXERCISES

Exercise 502 -- Adult

Read the passage and answer the question which follows it.

A sports car differs from an ordinary passenger car in that

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better gas mileage than an ordinary passenger car.

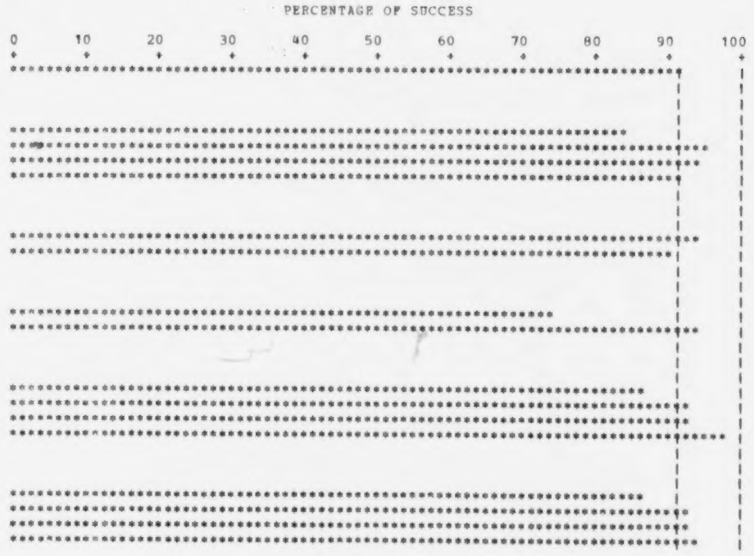
Nat'l % Choosing Each Answer		Which of these is the reason that a sports car can turn a corner more easily than passenger cars?
3.3	○	Compact size and disk brakes
0.9	○	Coil suspension and power steering
91.7	●	Small size and low center of gravity
0.9	○	Great length and minimum of accessories
1.3	○	Road-gripping lines and heavy shock absorbers
1.0	○	I don't know.
0.9		No response

*Golden Home and High School Encyclopedia, reprinted by permission of Golden Press, Inc.

A06 01 3/1 03*Y502011 R1000050 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
91.7	---	NATIONAL	
		REGION	
83.8	-7.9*		Southeast
95.3	3.6*		West
93.9	2.2		Central
91.5	-0.1		Northeast
		SEX	
93.5	1.9*		Male
89.9	-1.8*		Female
		COLOR	
73.2	-18.5*		Black
93.9	2.3*		White
		PARENTAL EDUCATION	
86.7	-5.0*		No High School
92.2	0.5		Some High School
92.3	0.6		Graduated High Sch.
97.7	6.0*		Post High School
		SIZE OF COMMUNITY	
85.9	-5.8*		Big City
93.0	1.3		Small Place
92.6	1.0		Medium City
93.5	1.8		Urban Fringe



Exercise 502 -- Adult

Overlap: Ages 9, 13, 17

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

The main idea in this passage--how sports cars differ from ordinary passenger cars--is supported by a variety of facts. Success on this exercise depends on the young adults being able to relate two of these facts that explain why a sports car corners better than a passenger car. Ninety-two percent of them were able to do so.

Exercise 506 -- Adult

Read the passage and answer the questions on the next three pages. You may look back to this page if you wish.

POISON IVY

The interval for burning, itching, and finally water-filled

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application is broken.*

(50601)

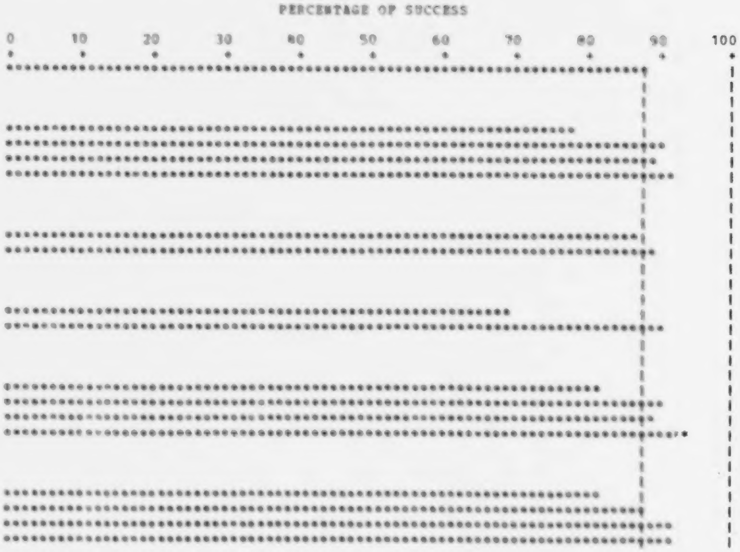
Nat'l % Choosing Each Answer	Which of the following is essential to avoid ivy dermatitis once a person is exposed to poison ivy?
0.8	○ Cut down the ivy plant.
6.1	○ Do not scratch the affected areas.
2.6	○ Put calamine lotion on the affected areas.
0.8	○ Put iron salt solution on the exposed areas.
87.7	● Wash all exposed areas within about five minutes of exposure.
0.9	○ I don't know.
1.0	No response

*Poison-Ivy and Poison-Sumac, Glen S. Winterringer, reprinted by permission of the State of Illinois.

A05 06 3/1 05*X506011 R1000050 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
87.7	---	NATIONAL	
		REGION	
78.1	-9.6*		Southeast
89.5	1.8		West
88.9	1.2		Central
90.9	3.2*		Northeast
		SEX	
86.0	-1.7		Male
89.3	1.6		Female
		COLOR	
69.2	-18.5*		Black
90.3	2.6*		White
		PARENTAL EDUCATION	
81.8	-5.9*		No High School
89.6	2.0		Some High School
88.6	1.0		Graduated High Sch.
94.3	6.6*		Post High School
		SIZE OF COMMUNITY	
81.1	-6.6*		Big City
87.9	0.1		Small Place
91.2	3.5		Medium City
91.6	3.9*		Urban Fringe



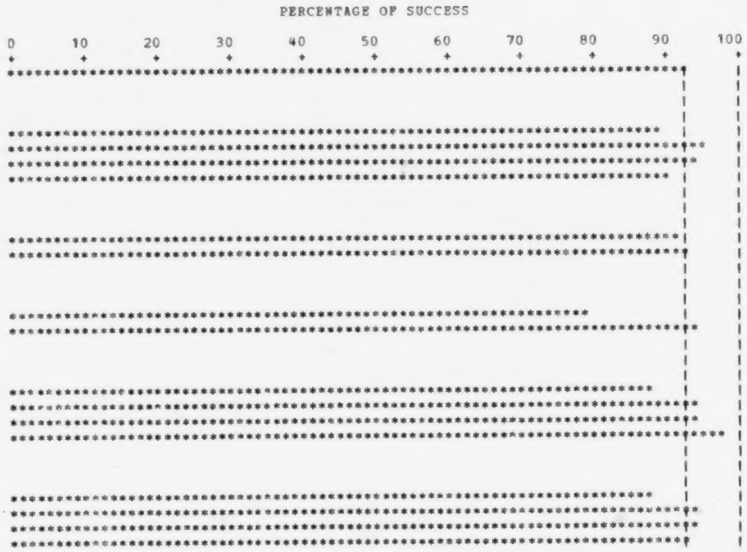
(50602)

Nat'l % Choosing Each Answer	Which of the following will soothe the itching from ivy poisoning?
0.4	○ Cut down the ivy plant.
0.7	○ Do not scratch the affected areas.
92.1	● Put calamine lotion on the affected areas.
1.5	○ Put iron salt solution on the exposed areas.
2.9	○ Wash all exposed areas within about five minutes of exposure.
1.4	○ I don't know.
1.0	No response

A05 06 4/1 03*X506021 R10000S0 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
92.1	---	NATIONAL	
		REGION	
88.3	-3.8		Southeast
95.0	2.9*		West
93.8	1.7		Central
90.4	-1.7		Northeast
		SEX	
91.8	-0.3		Male
92.4	0.3		Female
		COLOR	
78.7	-13.4*		Black
93.6	1.5*		White
		PARENTAL EDUCATION	
87.0	-5.1*		No High School
93.8	1.7		Some High School
93.9	1.8		Graduated High Sch.
97.3	5.2*		Post High School
		SIZE OF COMMUNITY	
87.5	-4.5*		Big City
93.3	1.2		Small Place
93.5	1.4		Medium City
93.0	0.9		Urban Fringe



(50603)

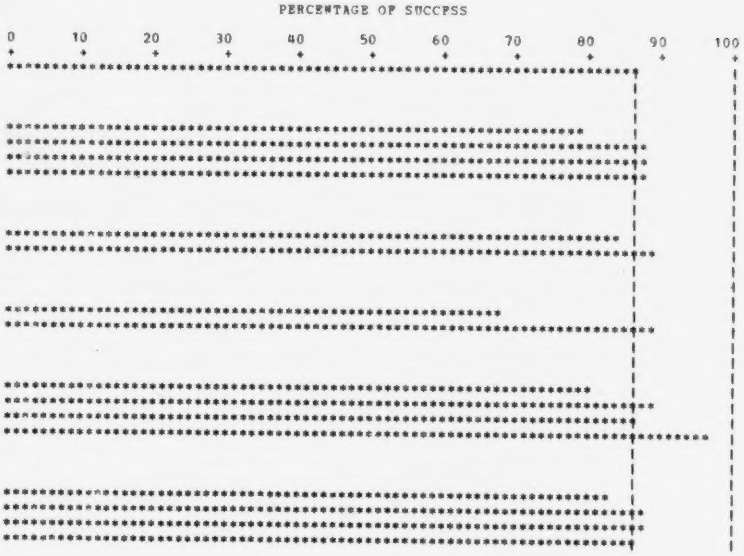
Nat'l % Choosing Each Answer	What should you do if the ivy poisoning affects your eyelids?
1.6	○ Apply calamine lotion.
1.1	○ Apply iron salt solution.
1.9	○ Apply mild soap solution.
86.4	● Apply wet packs of boric acid solution.
5.8	○ Apply a paste of baking soda and cornstarch.
2.1	○ I don't know.
1.1	No response

A05 06 5/1 04*X506031 R10000S0

9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
86.4	---	NATIONAL	
		REGION	
79.0	-7.4*		Southeast
87.9	1.5		West
88.1	1.7		Central
88.0	1.6		Northeast
		SEX	
83.9	-2.5*		Male
88.8	2.4*		Female
		COLOR	
67.8	-18.6*		Black
88.7	2.3*		White
		PARENTAL EDUCATION	
80.2	-6.2*		No High School
88.5	2.0		Some High School
86.5	0.1		Graduated High Sch.
96.1	9.7*		Post High School
		SIZE OF COMMUNITY	
82.7	-3.7		Big City
87.7	1.3		Small Place
87.3	0.9		Medium City
86.5	0.1		Urban Fringe



Exercise 506 -- Adult

Overlap: Ages 9, 13, 17

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

The message of this passage pertains to what steps should be taken if one is exposed to poison ivy. Three types of "remedies" are asked for. Eighty-eight percent of the young adults recognized that (if possible) one should wash the exposed areas within five minutes in order to prevent dermatitis (50601). The 6% who said "Do not scratch the affected areas" failed to grasp the message, avoid dermatitis, since not scratching only helps to prevent its spread.

Ninety-two percent recognized that one should apply calamine lotion in order to soothe the itching if infection does occur (50602), and 86% recognized that wet packs of boric acid solution should be applied if the eyelids become affected (50603).

Exercise 517 -- Adult

Read the passage and answer the questions on the next page.

One spring Farmer Brown had an unusually good field of

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restrictions

the environment is likely to bring about a whole series of changes.*

Nat'l % Choosing Each Answer		The passage also points out the importance of which fact?
3.2	○	A bird is simply an animal that eats up grain.
0.4	○	Wheat rust is similar to the rust on your own bicycle.
2.1	○	Only living factors determine how much corn can be raised.
2.0	○	How much wheat is grown depends only on how much is planted.
89.2	●	Any change in the environment is likely to cause other changes.
2.2	○	I don't know.
0.9		No response

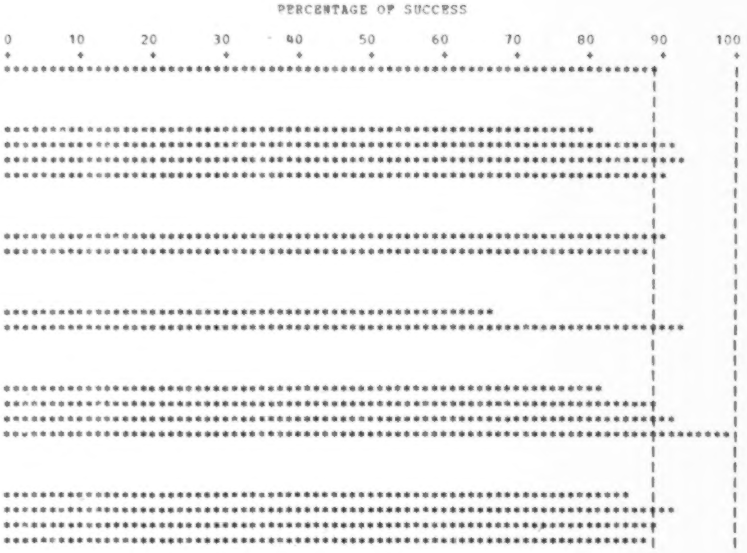
---

*Balance in Nature, Bertha Morris Parker, reprinted by permission of Harper and Row Publishers.

A06 07 4/1 05*X517011 R1000050 9 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
89.2	---	NATIONAL	
		REGION	
79.8	-9.4*		Southeast
90.9	1.7		West
93.0	3.8*		Central
90.1	0.9		Northeast
		SEX	
90.5	1.3		Male
88.0	-1.2		Female
		COLOR	
66.6	-22.6*		Black
92.1	2.8*		White
		PARENTAL EDUCATION	
81.5	-7.6*		No High School
89.2	0.0		Some High School
91.7	2.5		Graduated High Sch.
98.2	8.9*		Post High School
		SIZE OF COMMUNITY	
85.4	-3.8		Big City
91.5	2.2		Small Place
88.3	-0.4		Medium City
87.9	-1.3		Urban Fringe



Exercise 517 -- Adult

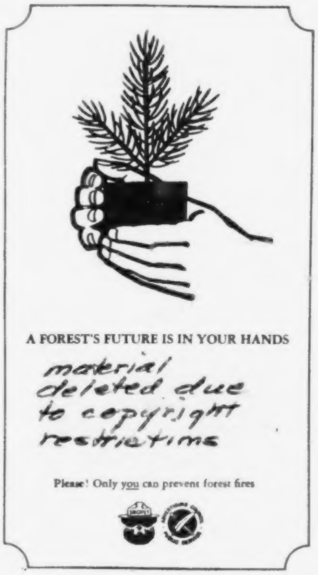
Overlap: Ages 9, 13, 17

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

This passage describes the balance among both living and non-living environmental factors and how an upset in any one of them can affect many others. The author sums this up in the final sentence of the passage, and this is the fact that the young adults were asked to recognize. Eighty-eight percent of them were able to do so.

Exercise 523 -- Adult

Here is an ad from a national magazine. Read it and complete the sentences on the opposite page.


A FOREST'S FUTURE IS IN YOUR HANDS
Please! Only you can prevent forest fires

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(Reprinted by permission of The Advertising Council.)

(52301)

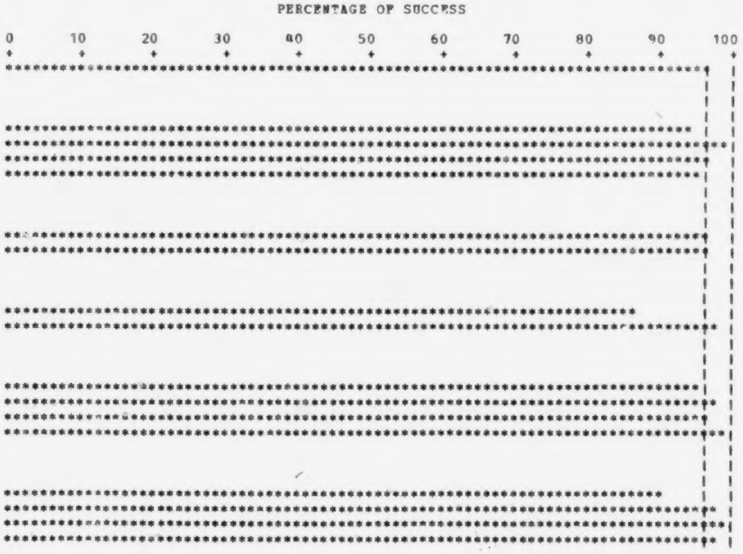
Nat'l % Choosing Each Answer	The name of the bear pictured in the advertisement is
0.2	○ Bruno.
1.4	○ Forest.
0.5	○ Public Service.
96.3	● Smokey.
0.6	○ I don't know.
1.0	No response

A05 02 3/1 04*X523010 R1004050

13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
96.3	---	NATIONAL	
		REGION	
94.2	-2.1		Southeast
98.6	2.3*		West
96.4	0.1		Central
95.6	-0.8		Northeast
		SEX	
96.7	0.4		Male
96.0	-0.4		Female
		COLOR	
85.8	-10.5*		Black
97.6	1.2*		White
		PARENTAL EDUCATION	
94.7	-1.6		No High School
97.7	1.4		Some High School
96.8	0.5		Graduated High Sch.
98.9	2.6*		Post High School
		SIZE OF COMMUNITY	
90.4	-5.9		Big City
97.5	1.3		Small Place
99.0	2.7*		Medium City
97.5	1.1		Urban Fringe



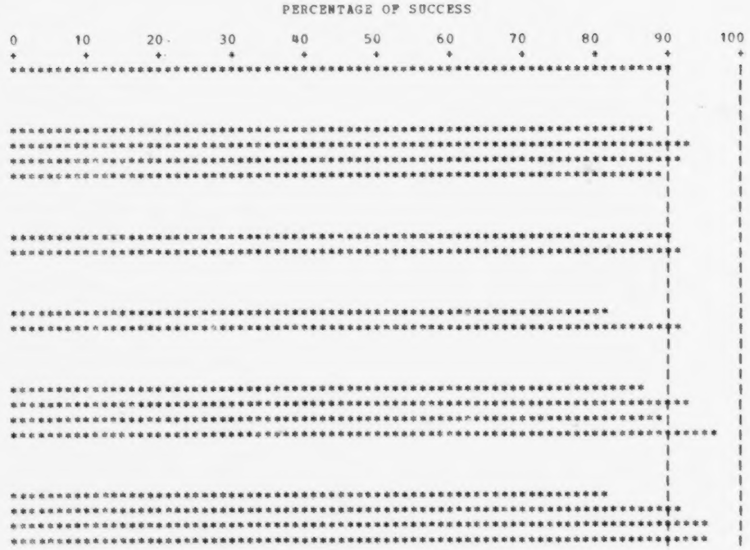
(52302)

Nat'l % Choosing Each Answer	The advertisement tells you to
1.3	○ stop smoking.
6.1	○ enjoy the forest.
90.4	● drown all campfires.
0.2	○ plant trees and shrubs.
0.9	○ I don't know.
1.0	No response

A05 02 5/1 03*X523021 R10000S0 13 17 A

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
90.4	---	NATIONAL	
		REGION	
88.0	-2.4		Southeast
92.8	2.4		West
91.5	1.1		Central
88.8	-1.6		Northeast
		SEX	
89.5	-0.9		Male
91.2	0.8		Female
		COLOR	
81.8	-8.6*		Black
91.6	1.2*		White
		PARENTAL EDUCATION	
86.5	-3.9*		No High School
93.0	2.6		Some High School
89.0	-1.4		Graduated High Sch.
95.9	5.5*		Post High School
		SIZE OF COMMUNITY	
81.6	-8.8*		Big City
91.2	0.8		Small Place
94.5	4.1*		Medium City
94.6	4.2*		Urban Fringe



Exercise 523 -- Adult

Overlap: Ages 13, 17

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

This ad encourages people to prevent forest fires and suggests some ways to do this. Two of three parts of this exercise are reported here. The other part is reported in Theme 8: Critical Reading. Ninety-six percent of the young adults recognized the name of "Smokey" the bear (52301); 90% recognized that the ad tells us to "drown all campfires" (52302).

Exercise 525 -- Adult

Read the passage and answer the question which follows it.

It should come as no surprise to learn that 9

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acquire charge cards, easy-to-borrow bank loans.*

(52501)

Nat'l % Choosing Each Answer	According to the article, how many Americans are in debt?
5.0	○ 50%
0.6	○ 2 out of 3
0.3	○ 4 out of 5
92.2	● 9 out of 10
0.8	○ I don't know.
1.1	No response

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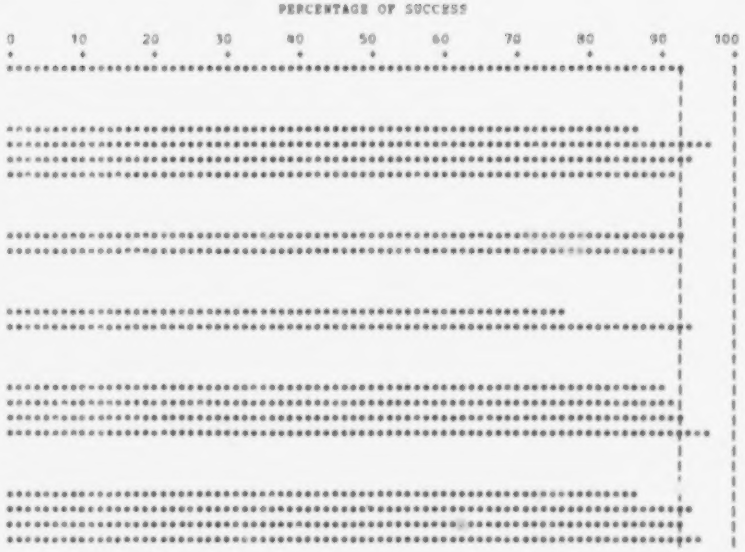
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
92.2	---	NATIONAL	
		REGION	
86.4	-5.8*		Southeast
95.7	3.6*		West
93.7	1.5		Central
91.2	-0.9		Northeast
		SEX	
92.6	0.5		Male
91.7	-0.8		Female
		COLOR	
75.7	-16.5*		Black
94.1	1.9*		White
		PARENTAL EDUCATION	
89.8	-2.4		No High School
91.3	-0.8		Some High School
93.1	0.9		Graduated High Sch.
96.9	4.7*		Post High School
		SIZE OF COMMUNITY	
86.4	-5.8*		Big City
93.3	1.1		Small Place
93.0	0.8		Medium City
94.9	2.7*		Urban Fringe



(52502)

Nat'l % Choosing Each Answer	According to government statistics, how much has income increased?
0.1	○ 5%
0.4	○ 10%
88.6	● 50%
0.4	○ 75%
8.0	○ 110%
1.4	○ I don't know.
1.0	No response

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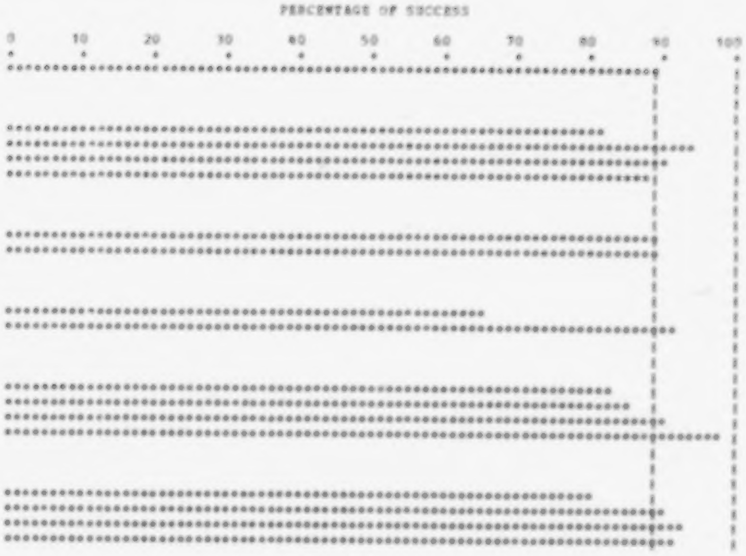
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

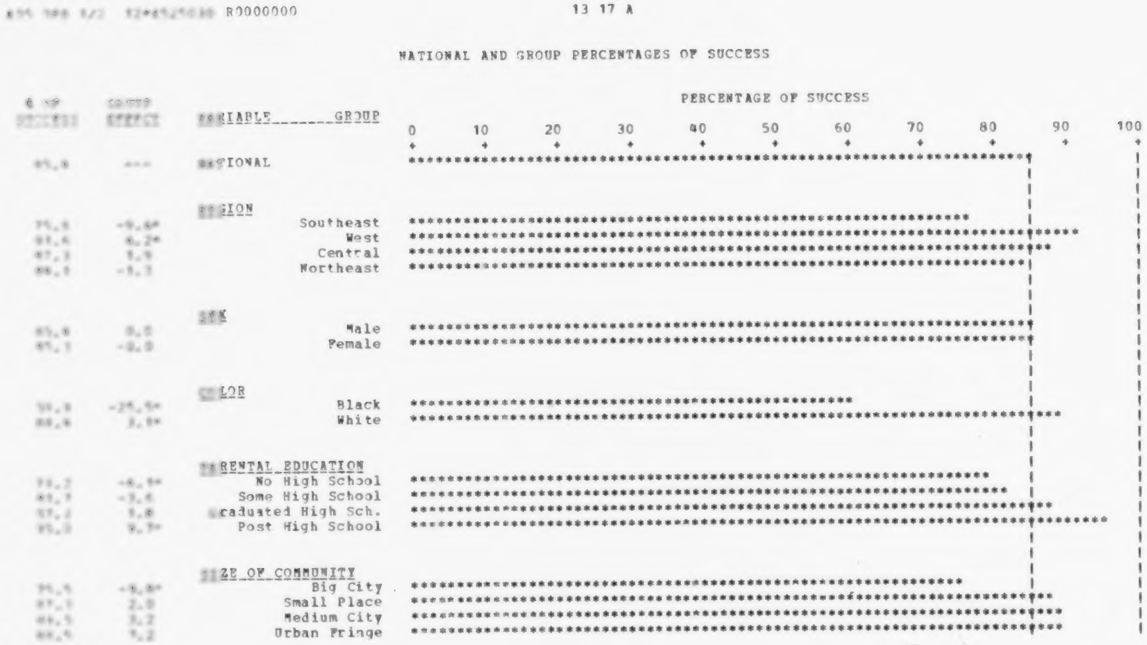
% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
88.5	---	NATIONAL	
		REGION	
81.2	-7.3*		Southeast
93.3	4.8*		West
90.6	2.1		Central
87.1	-1.5		Northeast
		SEX	
88.5	-0.1		Male
88.7	0.1		Female
		COLOR	
65.3	-23.2*		Black
91.3	2.8*		White
		PARENTAL EDUCATION	
82.3	-6.2*		No High School
85.4	-3.1		Some High School
89.9	1.3		Graduated High Sch.
98.1	9.5*		Post High School
		SIZE OF COMMUNITY	
80.3	-8.2*		Big City
89.8	1.3		Small Place
92.1	3.6		Medium City
91.2	2.7		Urban Fringe



(52503) Summary of the two parts

1.0%	No response
3.6%	0 parts correct
10.0%	1 part correct
85.4%	2 parts correct

The exhibit below gives the percentage of success and group effects for both parts correct.



Exercise 525 -- Adult

Overlap: Ages 13, 17

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

This exercise asks for recognition of two clearly stated facts. Ninety-two percent of the young adults recognized that "9 out of 10" Americans are in debt (52501), and 89% recognized that income has increased 50% (52502). Most of those who failed on the second part chose 110%--the rate of increase for debt. Eighty-five percent responded correctly on both parts, 10% on one part and 5% failed on both parts.

Exercise 530 -- Adult

Read the story carefully so that you can answer the questions on the next page without looking back at the story.

It was morning, and James Douglas awoke frightened. Perhaps

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He closed his eyes and pretended to sleep.*

*"How Many Miles to Babylon?", reprinted by permission of David White Company.

Answer the following questions without referring to the story.

(53001)

In what city does the story take place?

Brooklyn

(53002)

In what month does the story take place?

November

(53003)

On what day does the story take place?

Monday

(53004)

62.0% All three parts correct.

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A05 108 1/2  13*X530040 R00300S0                    13 17 A
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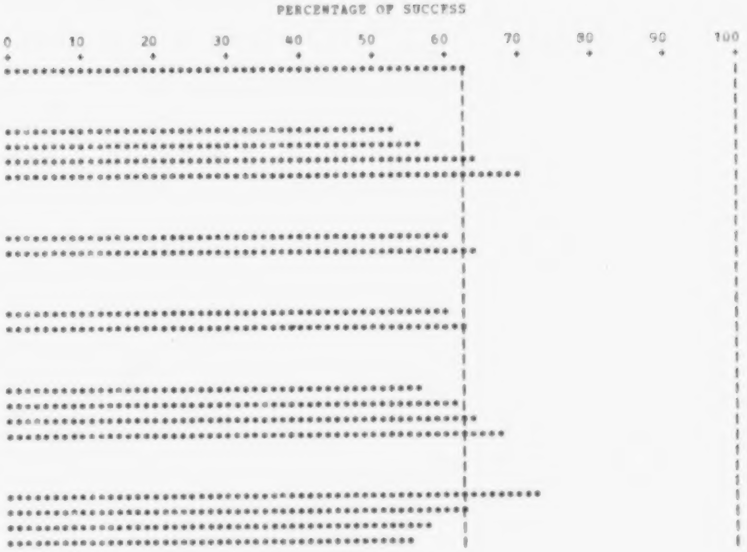
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

% OF SUCCESS	GROUP EFFECT	VARIABLE	GROUP
62.0	---	NATIONAL	
		REGION	
52.8	-9.3*		Southeast
56.7	-5.3		West
63.5	1.5		Central
70.6	8.6*		Northeast
		SEX	
60.6	-1.4		Male
63.4	1.4		Female
		COLOR	
59.6	-2.4		Black
62.3	0.3		White
		PARENTAL EDUCATION	
55.8	-6.2*		No High School
61.3	-0.7		Some High School
63.7	1.7		Graduated High Sch.
69.0	5.9*		Post High School
		SIZE OF COMMUNITY	
72.0	10.0*		Big City
62.3	0.2		Small Place
57.5	-4.5		Medium City
54.6	-7.4*		Urban Fringe



Exercise 530 -- Adult

Overlap: Ages 13, 17

Objective III: Use what is read.
Subobjective A: Remember significant parts of what is read.

This exercise required that young adults recall--without referring to the passage--the city, the month and the day in which the story took place. Success on this exercise was regarded as being able to recall all three (53004). Sixty-two percent were able to do so. However, 82% recalled Brooklyn (53001), 81% recalled November (53002), and 72% recalled Monday (53003). The exhibit refers to 53004--recalling all three parts.

CHAPTER 7

AGE COMPARISONS

In Chapters 3-6, our concern has been with comparing the percentage of success for each group with the national percentage of success within each age level. When an exercise has been administered at more than one age level, we can compare the percentage of success for a given group at one age level with that group's percentage(s) of success at the other age level(s) and determine the percentage increase or percentage decrease between one age level and the next higher age level. We can also determine the overall or net percentage increase or percentage decrease between the lowest age level and the highest age level when more than two age levels are involved.

We compare the percentage of success for 9-, 13-, and 17-year-olds and young adults (26-35) all obtained at the time of the 1970-71 assessment. Therefore, we are not justified in assuming that four years later the 9-year-olds (for example), when they are 13-year-olds, would necessarily attain the same percentage of success as the 13-year-olds in the 1970-71 assessment. Likewise, we are not justified in assuming that four years earlier, the 13-year-olds, when they were 9-year-olds, would have necessarily attained the same percentages of success as the 9-year-olds in the 1970-71 assessment. These statements generalize to the comparisons we make between any two age levels.

For each exercise, an exhibit shows the percentage of success for each group at the relevant age levels and the percentage difference between each adjacent pair of age levels and (when applicable) the percentage difference between the lowest age level and the highest age level. For example, look at the Western region at ages 9, 13, 17 and adult for Exercise 50501.

	Age Level	Percentage of Success		Percentage Difference
West	9	38.3		
	13	74.4	9--> 13	36.1
	17	86.4	13--> 17	12.1
	Ad.	89.5	17--> Ad.	3.0
			9--> Ad.	51.1

We see that the percentage of success for the 9-year-olds is 38.3 and for the 13-year-olds is 74.4 with a percentage difference going from age 9 to age 13 of 36.1. We see that the percentage of success for the 17-year-olds is 86.4 with a percentage difference going from age 13 to age 17 of 12.1. Likewise, we see that the percentage of success for the adults is 89.5 with a percentage increase going from age 17 to adult of 3.0. The overall percentage difference going from age 9 to adult is 51.1. When a percentage decrease occurs, it is indicated by a minus sign (-). The bars on the graph portion of each exhibit also indicate the percentages of success for the groups at each age level. A dashed vertical line descends from the end of each national percentage bar. This allows a visual comparison of a group's position relative to the national level from age level to age level.

Special note should be made of the white space between the end of each bar and the 100% vertical line. This white space represents the percentages of individuals who did not succeed on an exercise at each age level. This white space or percentage of failure must be taken into account when we consider the percentage increase from one age level to the next. Consider the following examples:

1. If the percentage of success for a group at age 9 is 20 and the percentage of success for that group at age 13 is 50, the percentage increase is 30. On the face of it, this seems to be a reasonably large increase, but 50% of the 13-year-olds still failed.

2. If the percentage of success for a group at age 9 is 95 and the percentage of success for that group at age 13 is 99.5, the percentage increase is 4.5. On the face of it, this seems to be a small increase. However, only 5% of the 9-year-olds failed, therefore there could not be a large increase going to age 13.

3. The exercise may be extremely difficult for both age levels under consideration, in which case we would expect a small or no percentage gain.

Of the released exercises that represent gleaning significant facts from passages, two were administered to both 9- and 13-year-olds; one was administered to 9-, 13- and 17-year-olds; one was administered to 9- and 17-year-olds; five were administered to 9-, 13- and 17-year-olds and young adults; five were administered to 13- and 17-year-olds and young adults. With very few exceptions, a given age level attained a higher percentage of success than the next lower age level.

RELEASED EXERCISES

Exercise 502 -- Ages 9, 13, 17 and Adult

Read the passage and answer the question which follows it.

A sports car differs from an ordinary passenger car in that

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gets better gas mileage than an ordinary passenger car.*

Nat'l %
Choosing
Each Answer

Which of these is the reason that a sports car can turn a corner more easily than passenger cars?

Age 9	Age 13	Age 17	Adult		
11.3%	8.8%	4.0%	3.3%	○	Compact size and disk brakes
10.9%	5.2%	1.2%	0.9%	○	Coil suspension and power steering
42.2%	69.0%	89.0%	91.7%	●	Small size and low center of gravity
7.5%	3.8%	1.7%	0.9%	○	Great length and minimum of accessories
10.7%	6.7%	1.6%	1.3%	○	Road-gripping lines and heavy shock absorbers
15.7%	5.9%	2.2%	1.0%	○	I don't know.
1.7%	0.6%	0.3%	0.9%		No response

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W01 10  3/1  03*X502011 R10000S0                          9 13 17 A
T08 10  3/1  03*X502011 P10000S0                          9 13 17 A
S10 06  3/1  03*X502011 R10000S0                          9 13 17 A
A06 01  3/1  03*X502011 R10000S0                          9 13 17 A
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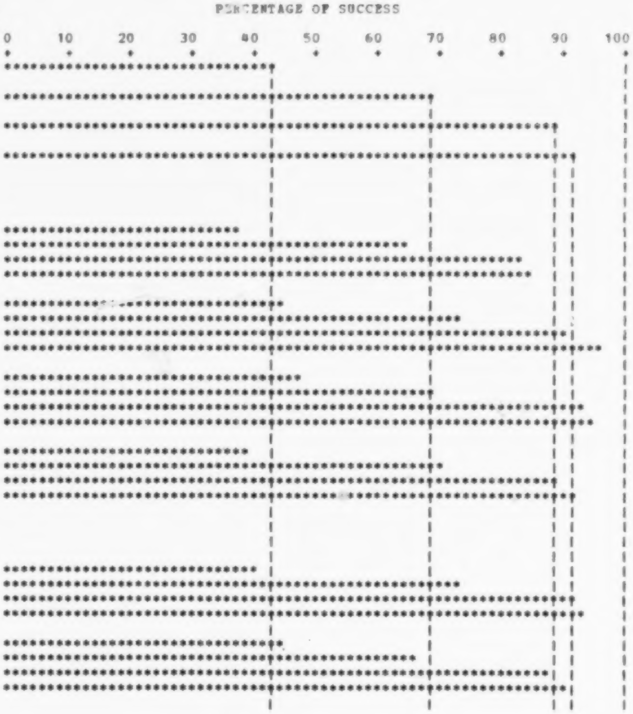
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
	NATIONAL	9	42.2		
	NATIONAL	13	69.0	9-->13	26.8
	NATIONAL	17	89.0	13-->17	19.9
	NATIONAL	Ad	91.7	17-->Ad	2.7
				9-->Ad	49.5
REGION	Southeast	9	37.8		
		13	63.9	9-->13	26.1
		17	83.5	13-->17	19.5
		Ad	83.8	17-->Ad	0.3
				9-->Ad	46.0
	West	9	44.9		
		13	72.9	9-->13	28.1
		17	90.2	13-->17	17.3
		Ad	95.3	17-->Ad	5.0
				9-->Ad	50.4
	Central	9	46.6		
		13	69.0	9-->13	22.3
		17	92.3	13-->17	23.3
		Ad	93.9	17-->Ad	1.6
				9-->Ad	47.2
	Northeast	9	39.0		
		13	70.4	9-->13	31.4
		17	88.4	13-->17	18.1
		Ad	91.5	17-->Ad	3.1
				9-->Ad	52.5
SEX	Male	9	39.8		
		13	72.4	9-->13	32.6
		17	91.4	13-->17	19.0
		Ad	93.5	17-->Ad	2.1
				9-->Ad	53.7
	Female	9	44.6		
		13	65.4	9-->13	20.9
		17	86.6	13-->17	21.2
		Ad	89.9	17-->Ad	3.3
				9-->Ad	45.3



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A06 01  3/1  03*X502011 R10000S0                    9 13 17 A
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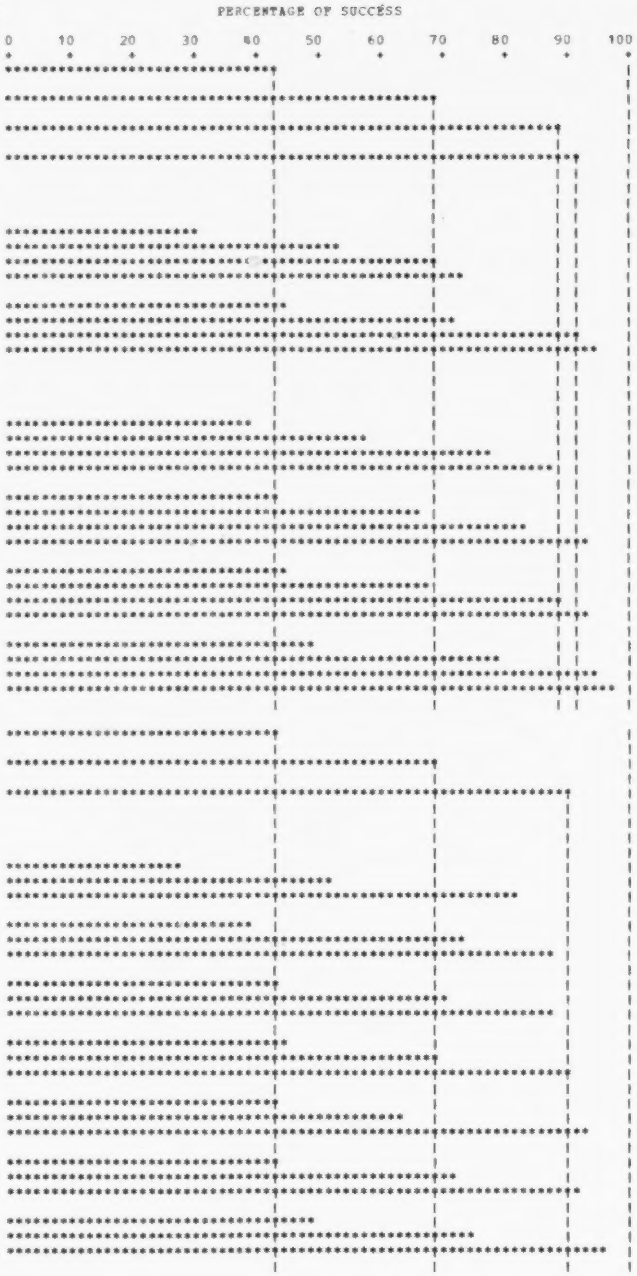
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	9	42.2		
NATIONAL	13	69.0	9-->13	26.8
NATIONAL	17	89.0	13-->17	19.9
NATIONAL	Ad	91.7	17-->Ad	2.7
			9-->Ad	49.5
COLOR				
Black	9	30.4		
	13	52.7	9-->13	22.3
	17	68.1	13-->17	15.5
	Ad	73.2	17-->Ad	5.0
			9-->Ad	42.8
White	9	44.0		
	13	71.3	9-->13	27.3
	17	92.0	13-->17	20.7
	Ad	93.9	17-->Ad	1.9
			9-->Ad	50.0
PARENTAL EDUCATION				
No High School	9	38.0		
	13	56.9	9-->13	18.9
	17	77.4	13-->17	20.5
	Ad	86.7	17-->Ad	9.3
			9-->Ad	48.7
Some High School	9	42.8		
	13	65.6	9-->13	22.8
	17	82.5	13-->17	16.9
	Ad	92.2	17-->Ad	9.7
			9-->Ad	49.4
Graduated High Sch.	9	44.8		
	13	67.3	9-->13	22.5
	17	88.7	13-->17	21.4
	Ad	92.3	17-->Ad	3.5
			9-->Ad	47.5
Post High School	9	49.0		
	13	78.7	9-->13	29.6
	17	94.2	13-->17	15.5
	Ad	97.7	17-->Ad	3.5
			9-->Ad	48.6
NATIONAL	9	42.2		
NATIONAL	13	69.0	9-->13	26.8
NATIONAL	17IS	89.4	13-->17	20.4
			9-->17	47.2
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	26.7		
	13	50.9	9-->13	24.3
	17IS	81.2	13-->17	30.3
			9-->17	54.5
Extreme Rural	9	38.8		
	13	72.2	9-->13	33.4
	17IS	87.5	13-->17	15.3
			9-->17	48.7
Small City	9	43.0		
	13	69.5	9-->13	26.6
	17IS	87.7	13-->17	18.2
			9-->17	44.8
Medium City	9	44.7		
	13	68.9	9-->13	24.2
	17IS	90.5	13-->17	21.6
			9-->17	45.8
Rest Of Big City	9	42.7		
	13	63.4	9-->13	20.8
	17IS	92.5	13-->17	29.1
			9-->17	49.8
Suburban Fringe	9	43.2		
	13	71.5	9-->13	28.3
	17IS	90.9	13-->17	19.4
			9-->17	47.6
Extreme Aff Suburb	9	48.6		
	13	73.8	9-->13	25.2
	17IS	95.7	13-->17	22.0
			9-->17	47.2



Exercise 502 -- Ages 9, 13, 17 and Adult

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

The facts in this passage support the central thought of how sports cars differ from ordinary passenger cars. In order to succeed on this exercise, 9-, 13-, and 17-year-olds and young adults had to relate two of these facts--sports cars are smaller and lower than ordinary passenger cars--to explain why a sports car corners better than a passenger car. Nationally, 42%, 69% and 92%, respectively, of individuals at the four age levels were successful. Note that the text of the passage reads "built smaller and lower" while the correct answer reads "small size and low center of gravity." In view of this, it is probably good that 42% of 9-year-olds succeeded. However, 8% of the young adults failed. That is, with regard to this exercise, 8% of the young adults could not do what 42% of the 9-year-olds could do.

Exercise 503 -- Ages 9, 13 and 17

Read the passage and answer the question on the next page.

Helen Keller was born in 1880 in Tuscumbia, Alabama. When

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articles, including an autobiography of her early years.*

When did Helen Keller study the problems of the blind?

Nat'l % Choosing Each Answer Age 9	Age 13	Age 17		
6.7%	2.5%	2.3%	○	As a major subject in college
7.4%	2.1%	1.8%	○	Before deciding to go to college
54.8%	82.6%	82.0%	●	After she graduated from Radcliffe
25.5%	8.5%	10.4%	○	During the time she was taught by Miss Sullivan
5.2%	4.3%	2.8%	○	I don't know.
0.4%	0.1%	0.7%		No response

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T05 09  3/1  03*X503012 R02000S0                    9 13 17
S10 05  3/1  03*X503012 R02000S0                    9 13 17
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NATIONAL AND GROUP PERCENTAGES OF SUCCESS

```
                     AGE    PERCENTAGE          PERCENTAGE
                    LEVEL   OF SUCCESS          DIFFERENCE

           NATIONAL   9        54.8

           NATIONAL  13        82.6     9-->13   27.8

           NATIONAL  17        82.0    13-->17   -0.7
                                        9-->17   27.1

REGION

          Southeast   9        54.5
                     13        77.2     9-->13   22.7
                     17        76.0    13-->17   -1.2
                                        9-->17   21.5
               West   9        50.1
                     13        80.9     9-->13   30.8
                     17        78.0    13-->17   -2.8
                                        9-->17   27.9
            Central   9        56.7
                     13        85.5     9-->13   28.8
                     17        85.9    13-->17    0.4
                                        9-->17   29.2
          Northeast   9        57.1
                     13        85.3     9-->13   28.2
                     17        85.6    13-->17    0.3
                                        9-->17   28.5

SEX

               Male   9        49.7
                     13        77.8     9-->13   28.1
                     17        76.4    13-->17   -1.4
                                        9-->17   26.7
             Female   9        59.9
                     13        87.0     9-->13   27.1
                     17        87.4    13-->17    0.4
                                        9-->17   27.5
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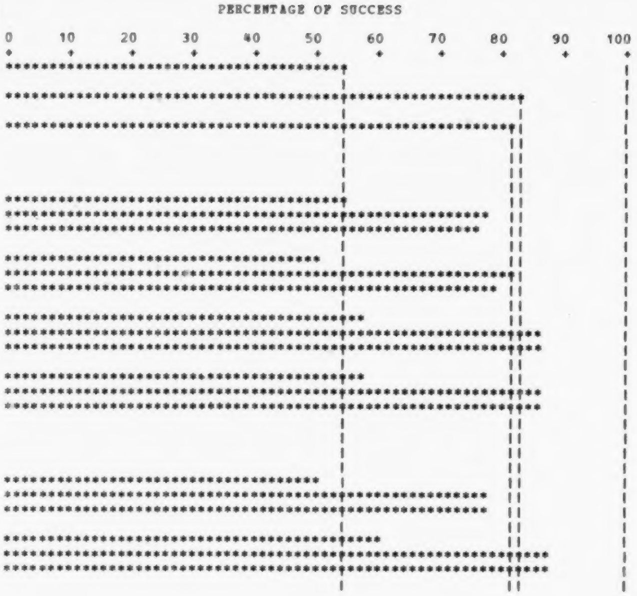

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T05 09  3/1  03*X503012 R0200050                    9 13 17
S10 05  3/1  03*X503012 R0200050                    9 13 17
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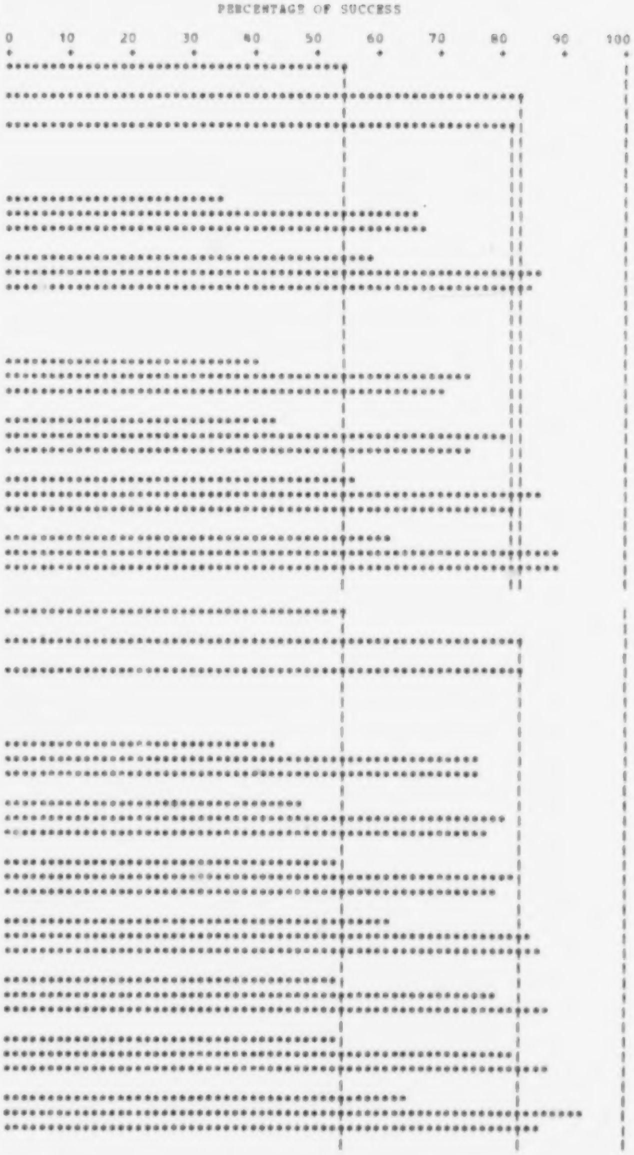
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	9	54.8		
NATIONAL	13	82.6	9-->13	27.8
NATIONAL	17	82.0	13-->17	-0.7
			9-->17	27.1
COLOR				
Black	9	34.1		
	13	65.1	9-->13	31.0
	17	66.8	13-->17	1.7
			9-->17	32.7
White	9	58.4		
	13	85.5	9-->13	27.1
	17	84.3	13-->17	-1.2
			9-->17	25.9
PARENTAL EDUCATION				
No High School	9	40.5		
	13	74.7	9-->13	34.2
	17	70.4	13-->17	-4.3
			9-->17	29.8
Some High School	9	43.0		
	13	80.0	9-->13	37.0
	17	73.6	13-->17	-6.4
			9-->17	30.6
Graduated High Sch.	9	56.3		
	13	85.4	9-->13	29.1
	17	81.6	13-->17	-3.8
			9-->17	25.3
Post High School	9	62.1		
	13	89.0	9-->13	27.0
	17	88.2	13-->17	-0.8
			9-->17	26.1
NATIONAL	9	54.8		
NATIONAL	13	82.6	9-->13	27.8
NATIONAL	17IS	82.5	13-->17	-0.1
			9-->17	27.7
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	43.1		
	13	76.3	9-->13	33.1
	17IS	76.0	13-->17	-0.2
			9-->17	32.9
Extreme Rural	9	47.6		
	13	79.8	9-->13	32.2
	17IS	77.6	13-->17	-2.2
			9-->17	30.0
Small City	9	53.4		
	13	81.4	9-->13	28.0
	17IS	78.8	13-->17	-2.6
			9-->17	25.5
Medium City	9	62.1		
	13	84.8	9-->13	22.7
	17IS	85.1	13-->17	0.3
			9-->17	23.0
Rest Of Big City	9	53.1		
	13	78.2	9-->13	25.1
	17IS	86.8	13-->17	8.6
			9-->17	33.7
Suburban Fringe	9	53.4		
	13	81.9	9-->13	28.5
	17IS	86.6	13-->17	4.7
			9-->17	33.2
Extreme Aff Suburb	9	64.1		
	13	92.7	9-->13	28.6
	17IS	86.1	13-->17	-6.6
			9-->17	22.0



Exercise 503 -- Ages 9, 13 and 17

Objective II: Analyze what is read.
Subobjective B: Perceive the structure and organization of the work.

In order to succeed on this exercise, 9-, 13- and 17-year-olds had to relate the fact of Helen Keller's studying the problems of the blind to the total message of how she overcame the handicap of blindness and deafness and then how she helped others with similar problems. While 55% of 9-year-olds were able to perceive this relationship, 83% of 13-year-olds were able to do so--a percentage increase of 28. However, only 82% of 17-year-olds were successful--a percentage decrease of 1 from the 13-year-old level. More than 25% of 9-year-olds chose "During the time she was taught by Miss Sullivan," indicating they confused overcoming handicaps with studying the problems of the blind. Although only slightly more than 8% of 13-year-olds chose this answer, more than 10% of the 17-year-olds did so. The lack of increase between ages 13 and 17 left 18% of 17-year-olds still failing on this exercise.

Exercise 506 -- Ages 9, 13, 17 and Adult

Read the passage and answer the questions on the next two pages. You may look back to this page if you wish.

POISON IVY

The interval for burning, itching, and finally water-filled

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plication is broken.*

U0651

Which of the following is essential to avoid ivy dermatitis once a person is exposed to poison ivy?

Nat'l % Choosing Each Answer Age 9	Age 13	Age 17	Adult		
8.8%	1.7%	0.7%	0.6%	○	Cut down the ivy plant.
19.7%	14.9%	4.4%	4.2%	○	Do not scratch the affected areas.
4.8%	3.0%	2.1%	2.4%	○	Put calamine lotion on the affected areas.
6.5%	2.0%	1.4%	0.8%	○	Put some salt solution on the exposed areas.
41.0%	77.2%	84.7%	87.7%	●	Wash all exposed areas within about five minutes of exposure.
15.9%	0.9%	1.3%	0.9%	○	I don't know.
5.0%	0.2%	0.9%	1.0%		No response

*Poison-Ivy and Poison-Sumac, Glen S. Winterringer, reprinted by permission of the State of Illinois.

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N02 12  3/1  05*E506011 R1000010                        9 13 17 A
T13 16  3/1  05*E506011 R1000010                        9 13 17 A
S52 10  3/1  05*E506011 R1000010                        9 13 17 A
A05 06  3/1  05*E506011 R1000010                        9 13 17 A
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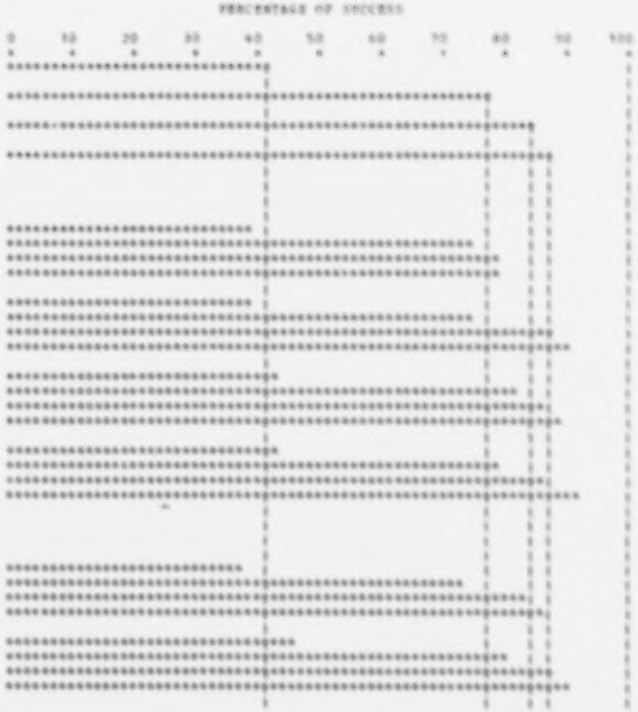
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
	NATIONAL	9	41.0		
	NATIONAL	13	77.2	9-->13	36.1
	NATIONAL	17	84.7	13-->17	7.5
	NATIONAL	AD	87.7	17-->AD	3.0
				9-->AD	46.7
REGION	Southeast	9	38.7		
		13	73.6	9-->13	35.0
		17	79.2	13-->17	5.6
		AD	78.0	17-->AD	-1.1
				9-->AD	39.4
	West	9	38.3		
		13	74.6	9-->13	36.1
		17	86.8	13-->17	12.1
		AD	89.5	17-->AD	3.0
				9-->AD	51.1
	Central	9	43.5		
		13	81.0	9-->13	38.3
		17	85.0	13-->17	4.0
		AD	88.9	17-->AD	3.0
				9-->AD	45.6
	Northeast	9	42.3		
		13	78.2	9-->13	35.9
		17	86.0	13-->17	7.8
		AD	90.0	17-->AD	0.6
				9-->AD	48.6
SEX	Male	9	37.1		
		13	73.5	9-->13	36.4
		17	82.2	13-->17	8.7
		AD	86.0	17-->AD	3.8
				9-->AD	48.9
	Female	9	45.2		
		13	80.6	9-->13	35.2
		17	87.1	13-->17	6.5
		AD	89.3	17-->AD	2.2
				9-->AD	44.1



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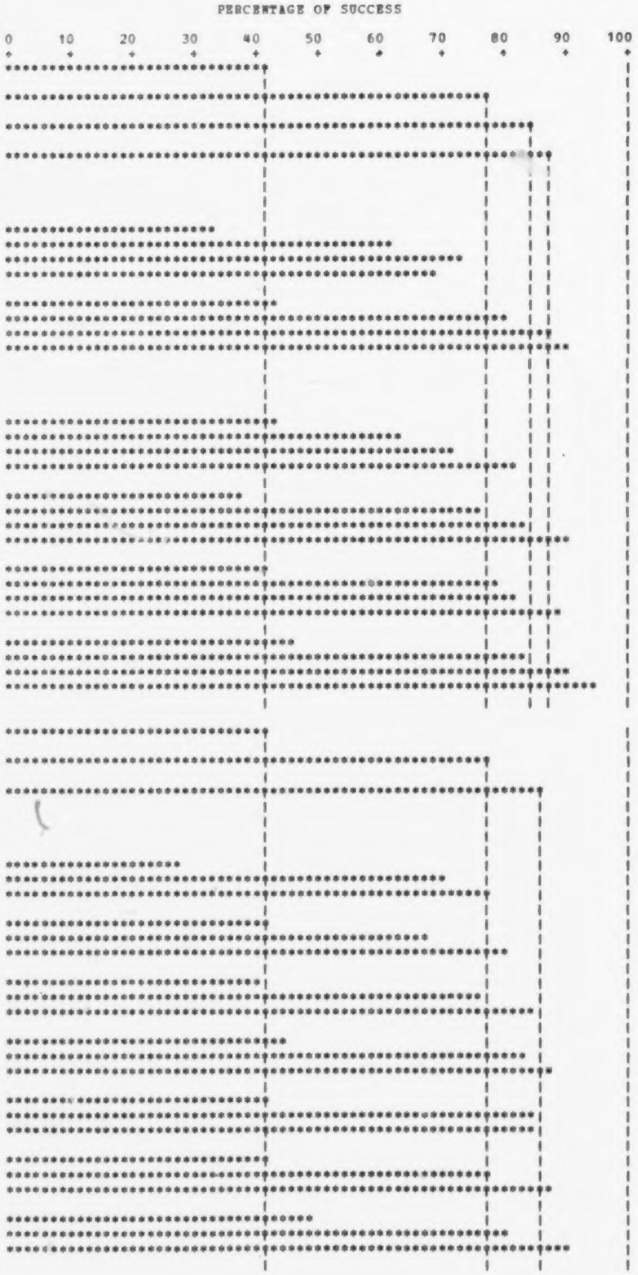
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	9	41.0		
NATIONAL	13	77.2	9-->13	36.1
NATIONAL	17	84.7	13-->17	7.5
NATIONAL	Ad	87.7	17-->Ad	3.0
			9-->Ad	46.7
COLOR				
Black	9	33.5		
	13	61.6	9-->13	28.1
	17	73.0	13-->17	11.4
	Ad	69.2	17-->Ad	-3.8
			9-->Ad	35.7
White	9	42.4		
	13	79.6	9-->13	37.2
	17	86.5	13-->17	6.9
	Ad	90.3	17-->Ad	3.7
			9-->Ad	47.8
PARENTAL EDUCATION				
No High School	9	42.2		
	13	62.2	9-->13	20.0
	17	71.4	13-->17	9.2
	Ad	81.8	17-->Ad	10.4
			9-->Ad	39.6
Some High School	9	37.3		
	13	75.3	9-->13	38.0
	17	83.4	13-->17	8.1
	Ad	89.6	17-->Ad	6.3
			9-->Ad	52.4
Graduated High Sch.	9	41.6		
	13	78.6	9-->13	37.0
	17	81.8	13-->17	3.2
	Ad	88.6	17-->Ad	6.8
			9-->Ad	47.0
Post High School	9	45.3		
	13	83.2	9-->13	37.9
	17	90.1	13-->17	6.9
	Ad	94.3	17-->Ad	4.2
			9-->Ad	49.0
NATIONAL	9	41.0		
NATIONAL	13	77.2	9-->13	36.1
NATIONAL	17IS	85.4	13-->17	8.3
			9-->17	44.4
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	26.6		
	13	69.4	9-->13	42.8
	17IS	77.7	13-->17	8.3
			9-->17	51.1
Extreme Rural	9	40.8		
	13	67.7	9-->13	26.9
	17IS	79.3	13-->17	11.6
			9-->17	38.5
Small City	9	39.9		
	13	76.0	9-->13	36.1
	17IS	84.2	13-->17	8.2
			9-->17	44.3
Medium City	9	44.4		
	13	82.2	9-->13	37.8
	17IS	87.2	13-->17	5.0
			9-->17	42.8
Main Of Big City	9	41.1		
	13	84.3	9-->13	43.2
	17IS	84.9	13-->17	0.6
			9-->17	43.8
Suburban Fringe	9	41.8		
	13	77.6	9-->13	35.9
	17IS	87.8	13-->17	10.1
			9-->17	46.0
Extreme Aff Suburb	9	48.0		
	13	79.9	9-->13	31.9
	17IS	90.3	13-->17	10.4
			9-->17	42.3



50602

Nat'l % Choosing Each Answer					Which of the following will soothe the itching from ivy poisoning?
Age 9	Age 13	Age 17	Adult		
6.1%	1.0%	0.5%	0.4%	○	Cut down the ivy plant.
12.3%	5.2%	2.3%	0.7%	○	Do not scratch the affected areas.
32.7%	78.8%	84.6%	92.1%	●	Put calamine lotion on the affected areas.
9.2%	6.0%	3.3%	1.5%	○	Put iron salt solution on the exposed areas.
13.4%	7.0%	4.2%	2.9%	○	Wash all exposed areas within about five minutes of exposure.
14.7%	1.2%	2.2%	1.4%	○	I don't know.
11.7%	0.9%	3.0%	1.0%		No response

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N02 12  4/1  03*X506021 R10000S0                        9 13 17 A
T13 14  4/1  03*X506021 R10000S0                        9 13 17 A
S02 10  4/1  03*X506021 R10000S0                        9 13 17 A
A05 06  4/1  03*X506021 R10000S0                        9 13 17 A
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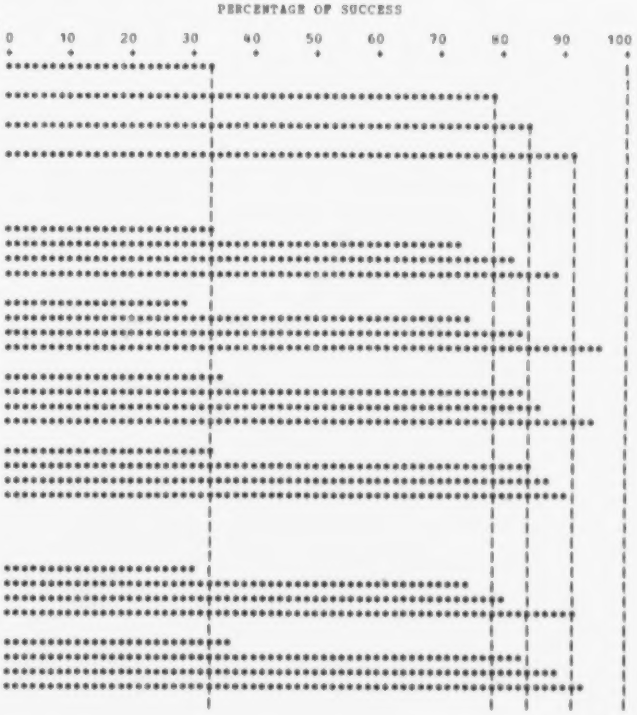
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
	NATIONAL	9	32.7		
	NATIONAL	13	78.8	9-->13	46.1
	NATIONAL	17	84.6	13-->17	5.8
	NATIONAL	Ad	92.1	17-->Ad	7.5
				9-->Ad	59.4
REGION					
	Southeast	9	32.9		
		13	72.6	9-->13	39.7
		17	80.7	13-->17	8.1
		Ad	88.3	17-->Ad	7.6
				9-->Ad	55.4
	West	9	29.0		
		13	74.5	9-->13	45.5
		17	83.5	13-->17	9.0
		Ad	95.0	17-->Ad	11.5
				9-->Ad	66.0
	Central	9	34.9		
		13	82.8	9-->13	47.9
		17	86.3	13-->17	3.6
		Ad	93.8	17-->Ad	7.5
				9-->Ad	58.9
	Northeast	9	32.9		
		13	84.9	9-->13	52.0
		17	86.6	13-->17	1.7
		Ad	90.4	17-->Ad	3.8
				9-->Ad	57.4
SEX					
	Male	9	29.5		
		13	73.6	9-->13	44.1
		17	80.3	13-->17	6.6
		Ad	91.8	17-->Ad	11.5
				9-->Ad	62.3
	Female	9	36.1		
		13	83.4	9-->13	47.3
		17	88.9	13-->17	5.6
		Ad	92.4	17-->Ad	3.4
				9-->Ad	56.3



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T13 14  4/1  03*X506021 R1000050                          9 13 17 A
S02 10  4/1  03*X506021 R1000050                          9 13 17 A
A05 06  4/1  03*X506021 R1000050                          9 13 17 A

                       NATIONAL AND GROUP PERCENTAGES OF SUCCESS

                         AGE    PERCENTAGE         PERCENTAGE
                        LEVEL   OF SUCCESS         DIFFERENCE

             NATIONAL     9        32.7

             NATIONAL    13        78.8     9-->13  46.1

             NATIONAL    17        84.6    13-->17   5.8

             NATIONAL    Ad        92.1    17-->Ad   7.5
                                            9-->Ad  59.4


COLOR
                Black     9        21.4
                         13        59.9     9-->13  38.5
                         17        69.1    13-->17   9.1
                         Ad        78.7    17-->Ad   9.6
                                            9-->Ad  57.2
                White     9        34.6
                         13        82.1     9-->13  47.5
                         17        86.8    13-->17   4.8
                         Ad        93.6    17-->Ad   6.8
                                            9-->Ad  59.0


PARENTAL EDUCATION
       No High School     9        27.6
                         13        65.2     9-->13  37.6
                         17        69.8    13-->17   4.6
                         Ad        87.0    17-->Ad  17.2
                                            9-->Ad  59.3
     Some High School     9        31.0
                         13        75.0     9-->13  44.0
                         17        74.6    13-->17  -0.3
                         Ad        93.8    17-->Ad  19.2
                                            9-->Ad  62.8
  Graduated High Sch.     9        33.5
                         13        80.0     9-->13  46.5
                         17        84.4    13-->17   4.4
                         Ad        93.9    17-->Ad   9.5
                                            9-->Ad  60.4
     Post High School     9        42.4
                         13        87.1     9-->13  44.7
                         17        92.0    13-->17   4.9
                         Ad        97.3    17-->Ad   5.3
                                            9-->Ad  54.8

             NATIONAL     9        32.7

             NATIONAL    13        78.8     9-->13  46.1

             NATIONAL    17IS      85.3    13-->17   6.5
                                            9-->17  52.6

SIZE-AND-TYPE
OF COMMUNITY
   Extreme Inner City     9        18.4
                         13        65.9     9-->13  47.5
                         17IS      78.4    13-->17  12.5
                                            9-->17  60.0
        Extreme Rural     9        31.7
                         13        67.3     9-->13  35.6
                         17IS      78.2    13-->17  10.9
                                            9-->17  46.5
           Small City     9        34.5
                         13        74.2     9-->13  39.7
                         17IS      83.6 .  13-->17   9.4
                                            9-->17  49.1
          Medium City     9        31.1
                         13        80.6     9-->13  49.6
                         17IS      89.2    13-->17   8.5
                                            9-->17  58.1
      Rest Of Big City    9        33.9
                         13        82.7 ,   9-->13  48.8
                         17IS      86.5    13-->17   3.8
                                            9-->17  52.6
      Suburban Fringe     9        31.6
                         13        85.7     9-->13  54.2
                         17IS      84.5    13-->17  -1.2
                                            9-->17  52.9
   Extreme Aff Suburb     9        45.1
                         13        87.3     9-->13  42.1
                         17IS      91.6    13-->17   4.4
                                            9-->17  46.5
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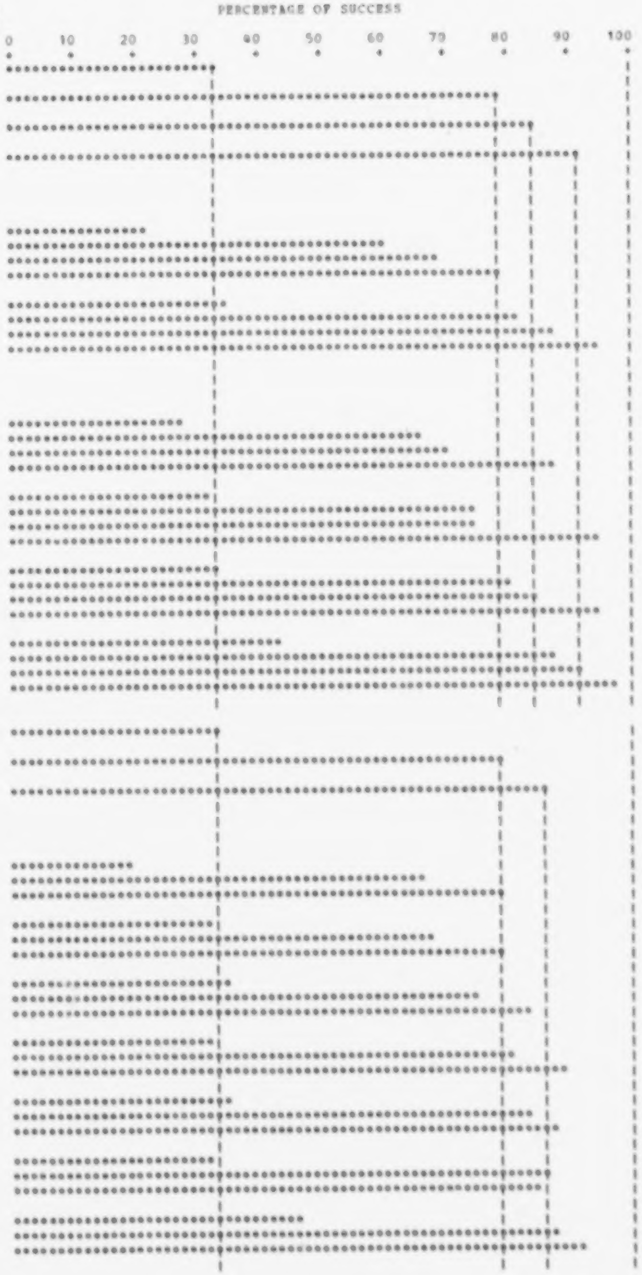

506031

Nat'l % Choosing Each Answer					What should you do if the ivy poisoning affects your eyelids?
Age 9	Age 13	Age 17	Adult		
12.2%	6.0%	3.7%	1.8%	○	Apply calamine lotion.
7.9%	3.0%	1.3%	1.1%	○	Apply iron salt solution.
12.8%	4.8%	2.9%	1.9%	○	Apply mild soap solution.
21.3%	65.0%	76.3%	86.4%	●	Apply wet packs of boric acid solution.
20.4%	12.9%	8.1%	5.8%	○	Apply a paste of baking soda and cornstarch.
15.9%	5.3%	4.1%	2.1%	○	I don't know.
9.5%	3.1%	3.5%	1.1%		No response

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N02 12  5/1  04*E506031 R1000050                    9 13 17 A
T13 14  5/1  04*E506031 R1000050                    9 13 17 A
S02 10  5/1  04*E506031 R1000050                    9 13 17 A
A05 06  5/1  04*E506031 R1000050                    9 13 17 A
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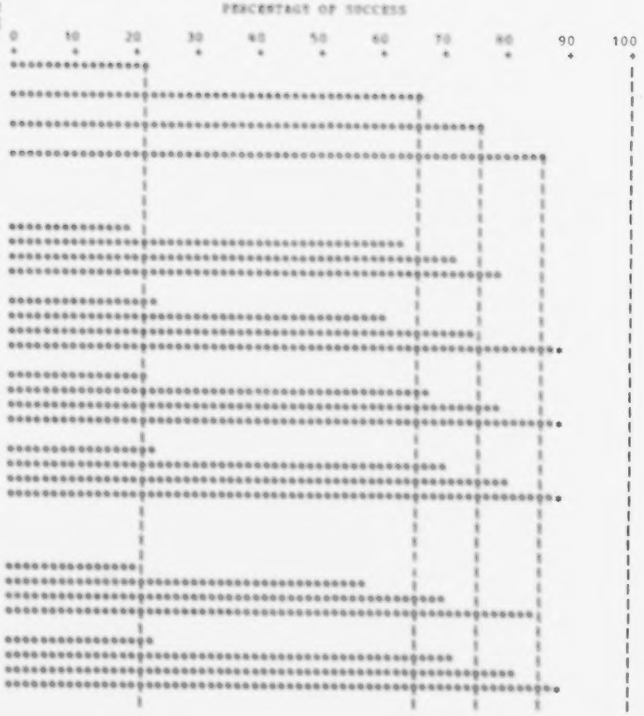
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
	NATIONAL	9	21.3		
	NATIONAL	13	65.0	9-->13	43.7
	NATIONAL	17	76.3	13-->17	11.3
	NATIONAL	Ad	86.4	17-->Ad	10.1
				9-->Ad	65.1
REGION					
	Southeast	9	18.8		
		13	63.0	9-->13	44.2
		17	71.7	13-->17	8.7
		Ad	79.0	17-->Ad	7.4
				9-->Ad	60.2
	West	9	22.6		
		13	60.2	9-->13	37.6
		17	74.6	13-->17	14.4
		Ad	87.9	17-->Ad	13.3
				9-->Ad	65.3
	Central	9	21.2		
		13	66.9	9-->13	45.7
		17	77.9	13-->17	11.0
		Ad	88.1	17-->Ad	10.2
				9-->Ad	66.9
	Northeast	9	22.3		
		13	69.9	9-->13	47.5
		17	79.7	13-->17	9.8
		Ad	88.0	17-->Ad	8.3
				9-->Ad	65.6
SEX					
	Male	9	20.1		
		13	57.7	9-->13	37.6
		17	70.6	13-->17	12.9
		Ad	83.9	17-->Ad	13.3
				9-->Ad	63.8
	Female	9	22.6		
		13	71.4	9-->13	48.9
		17	82.1	13-->17	10.7
		Ad	88.8	17-->Ad	6.7
				9-->Ad	66.3



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T13 14  5/1  04*X506031 R10000S0                      9 13 17 A
S02 10  5/1  04*X506031 R10000S0                      9 13 17 A
A05 06  5/1  04*X506031 R10000S0                      9 13 17 A
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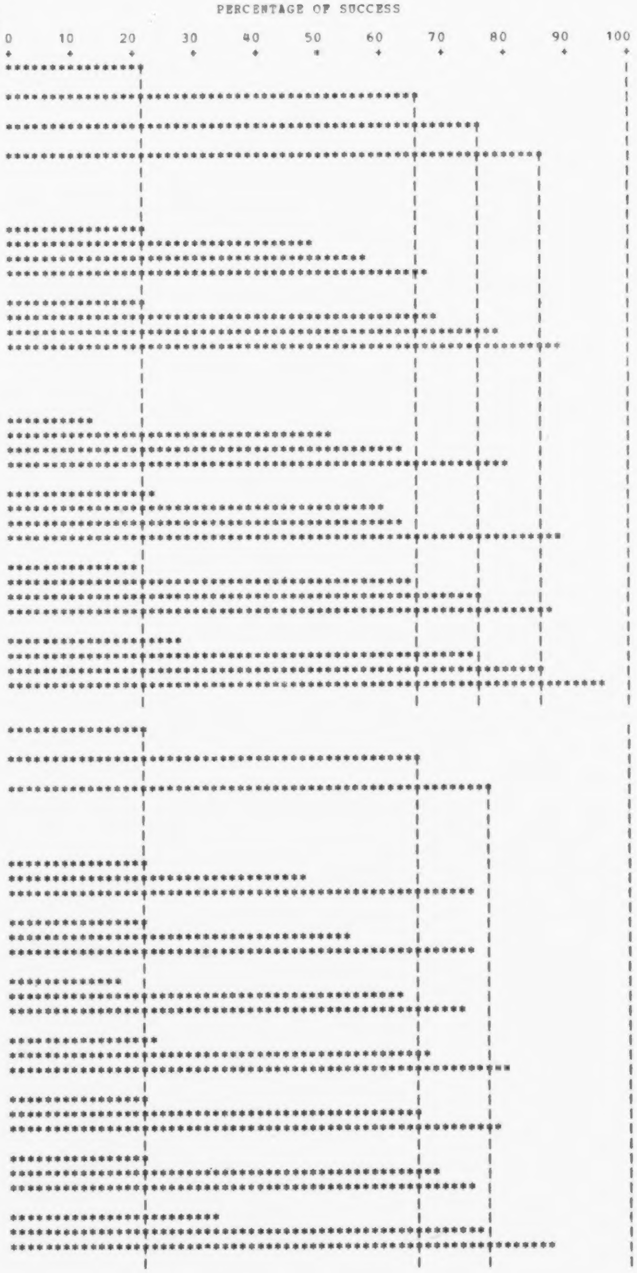
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	9	21.3		
NATIONAL	13	65.0	9-->13	43.7
NATIONAL	17	76.3	13-->17	11.3
NATIONAL	Ad	86.4	17-->Ad	10.1
			9-->Ad	65.1
COLOR				
Black	9	21.2		
	13	48.9	9-->13	27.7
	17	56.8	13-->17	7.8
	Ad	67.8	17-->Ad	11.0
			9-->Ad	46.6
White	9	21.2		
	13	67.9	9-->13	46.7
	17	79.2	13-->17	11.3
	Ad	88.7	17-->Ad	9.5
			9-->Ad	67.4
PARENTAL EDUCATION				
No High School	9	12.7		
	13	50.8	9-->13	38.1
	17	63.5	13-->17	12.8
	Ad	80.2	17-->Ad	16.6
			9-->Ad	67.5
Some High School	9	22.2		
	13	59.3	9-->13	37.1
	17	62.3	13-->17	3.0
	Ad	88.5	17-->Ad	26.1
			9-->Ad	66.2
Graduated High Sch.	9	19.4		
	13	64.6	9-->13	45.2
	17	75.2	13-->17	10.7
	Ad	86.5	17-->Ad	11.3
			9-->Ad	67.2
Post High School	9	26.9		
	13	74.4	9-->13	47.5
	17	86.4	13-->17	12.0
	Ad	96.1	17-->Ad	9.7
			9-->Ad	69.1
NATIONAL	9	21.3		
NATIONAL	13	65.0	9-->13	43.7
NATIONAL	17IS	77.4	13-->17	12.4
			9-->17	56.1
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	21.3		
	13	47.6	9-->13	26.2
	17IS	74.4	13-->17	26.9
			9-->17	53.1
Extreme Rural	9	21.8		
	13	54.4	9-->13	32.6
	17IS	75.0	13-->17	20.6
			9-->17	53.2
Small City	9	16.7		
	13	62.6	9-->13	45.9
	17IS	73.5	13-->17	11.0
			9-->17	56.9
Medium City	9	22.9		
	13	67.5	9-->13	44.6
	17IS	80.2	13-->17	12.7
			9-->17	57.3
Rest Of Big City	9	21.8		
	13	65.6	9-->13	43.8
	17IS	79.2	13-->17	13.6
			9-->17	57.4
Suburban Fringe	9	20.7		
	13	68.2	9-->13	47.4
	17IS	74.3	13-->17	6.1
			9-->17	53.6
Extreme Aff Suburb	9	32.2		
	13	75.9	9-->13	43.7
	17IS	86.6	13-->17	10.7
			9-->17	54.4



Exercise 506 -- Ages 9, 13, 17 and Adult

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

The message of this passage pertains to certain steps that should be taken if one is exposed to poison ivy. Three types of "remedies" are asked for.

The first part (50601) asked for the correct procedure to avoid dermatitis once a person is exposed. Of the individuals at the four age levels, 41%, 77%, 85% and 88%, respectively, stated "Wash all exposed areas within about five minutes of exposure." The most attractive incorrect choice at all age levels was "Do not scratch the affected areas." Those making this choice failed to grasp the message, avoid dermatitis, since "not scratching" only helps to prevent its spread. The question also requires knowledge of the word dermatitis. While 41% of 9-year-olds succeeded on this question, 12% of young adults failed. That is, with regard to this question, 12% of young adults could not do what 41% of 9-year-olds could do.

The second part (50602) asked what would soothe the itching from ivy poisoning. Of the individuals at the four age levels, 33%, 79%, 85% and 92%, respectively, stated "Put calamine lotion on the affected areas." The choices "Do not scratch the affected areas" and "Wash all exposed areas within about five minutes of exposure" were the most attractive incorrect choices across the four age levels (with an exception of the former at the adult level). The former only prevents spreading of the infection, and the latter helps prevent infection if carried out in time. While 33% of 9-year-olds succeeded on this question, 8% of young adults failed. That is, with regard to this question, 8% of young adults could not do what 33% of 9-year-olds could do.

The third part (50603) asked what should be done if ivy poisoning affects the eyelids. Of the individuals at the four age levels, 21%, 65%, 76% and 86%, respectively, stated "Apply wet packs of boric acid solution." This question appears to have been more difficult at all age levels but especially so at the younger age levels (ages 9 and 13). Although 25% of the 9-year-olds either made no response or admitted not knowing the answer, the percentages choosing incorrect foils with no apparent selectivity, indicates a high degree of guessing. Fourteen percent of young adults failed on this question.

Exercise 507 -- Ages 9 and 13

Read the story and answer the question which follows it.

The wind whistled woefully as it wound its way through the nearly leafless trees. The pale yellow moon cast eerie shadows as it slipped in and out from behind the clouds like a blinking flashlight. Strange figures could be seen dashing and darting through the streets. Ghosts, goblins -- what could they be? What do they want? Whom have they come to haunt? Beware ...

Nat'l % Choosing Each Answer Age 9	 Age 13	What does the author compare the moon to?
8.0%	3.0%	○ Clouds
32.5%	64.3%	● A flashlight
18.0%	11.7%	○ Ghosts
23.8%	15.6%	○ Shadows
13.2%	4.0%	○ The wind
4.1%	1.2%	○ I don't know.
0.4%	0.3%	No response

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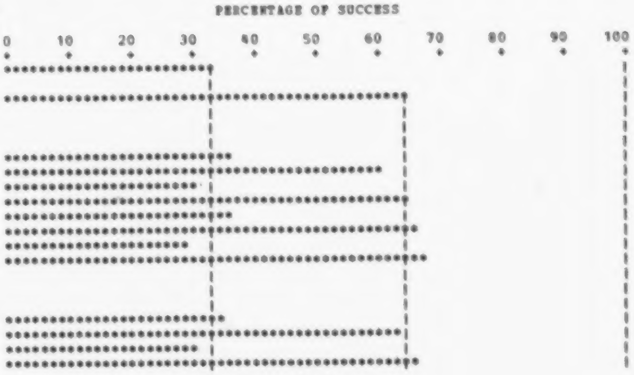
N02 15  3/1  02*X507011 R10000S0                    9 13
T02 13  3/1  02*X507011 R10000S0                    9 13
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

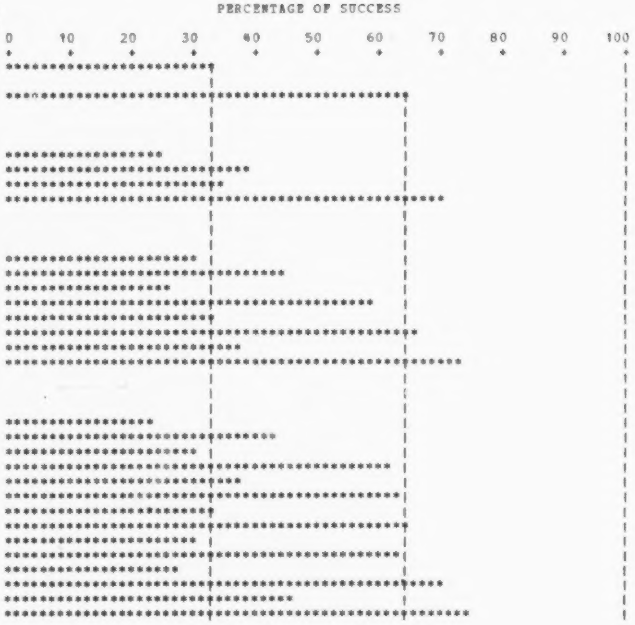
		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
	NATIONAL	9	32.5		
	NATIONAL	13	64.3	9-->13	31.8
REGION	Southeast	9	35.6		
		13	59.7	9-->13	24.0
	West	9	29.5		
		13	64.3	9-->13	34.7
	Central	9	35.2		
		13	66.3	9-->13	31.1
	Northeast	9	29.1		
		13	66.5	9-->13	37.4
SEX	Male	9	34.9		
		13	63.6	9-->13	28.7
	Female	9	30.0		
		13	65.0	9-->13	35.1



N02 15 3/1 02*E507011 R1000050 9 13
T02 13 3/1 02*E507011 R1000050 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	9	32.5		
NATIONAL	13	64.3	9-->13	31.8
COLOR				
Black	9	24.7		
	13	39.2	9-->13	14.5
White	9	34.2		
	13	69.4	9-->13	35.2
PARENTAL EDUCATION				
No High School	9	30.1		
	13	44.4	9-->13	14.3
Some High School	9	26.2		
	13	58.0	9-->13	31.8
Graduated High Sch.	9	32.6		
	13	65.4	9-->13	32.8
Post High School	9	37.7		
	13	73.2	9-->13	35.5
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	22.4		
	13	43.6	9-->13	21.1
Extreme Rural	9	29.3		
	13	60.9	9-->13	31.6
Small City	9	36.9		
	13	62.3	9-->13	25.4
Medium City	9	33.3		
	13	64.8	9-->13	31.5
Rest Of Big City	9	29.8		
	13	62.9	9-->13	33.0
Suburban Fringe	9	27.5		
	13	69.8	9-->13	42.3
Extreme Aff Suburb	9	45.3		
	13	74.6	9-->13	29.2



Exercise 507 -- Ages 9 and 13

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

Only 33% of all 9-year-olds and 64% of all 13-year-olds were able to glean the fact that the author compared the moon with a flashlight in the simile "moon... like a blinking flashlight." Although this represents a percentage increase of 31, 36% of the 13-year-olds still failed to recognize the clearly stated fact asked for. However, the tone of the passage with phrases such as "wind whistled woefully," "pale yellow moon cast eerie shadows," "Strange figures" and "Ghosts, goblins," could distract one from a comparison of a "pale yellow moon cast[ing] eerie shadows" to anything as banal as a flashlight.

Exercise 509 -- Ages 9 and 17

Read the passage and answer the question which follows it.

Helen Keller was born in 1880 in Tuscumbia. Alabama. When

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and could read and write.*

Nat'l % Choosing Each Answer Age 9	 Age 17	Miss Sullivan's method of teaching chiefly made use of what?
18.8%	3.0%	○ Writing
6.6%	4.5%	○ Gestures
4.4%	0.4%	○ Pictures
11.1%	1.6%	○ Sound waves
53.6%	88.0%	● Sense of touch
5.2%	0.8%	○ I don't know.
0.4%	1.8%	No response

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N03 13  3/1  05*X509014 R00040S0                    9    17
S03 01  3/1  05*X509014 R00040S0                    9    17
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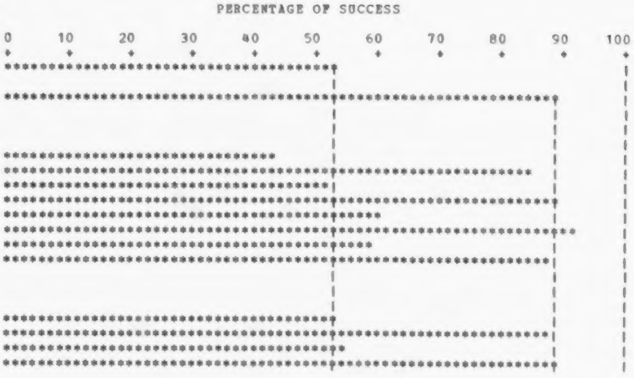
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

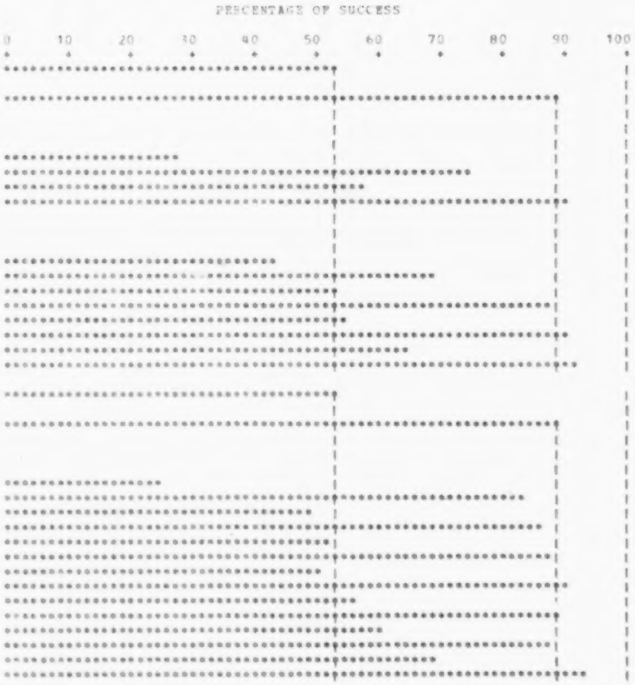
		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
	NATIONAL	9	53.6		
	NATIONAL	17	88.0	9-->17	34.4
REGION					
	Southeast	9	43.5		
		17	83.7	9-->17	40.1
	West	9	51.0		
		17	88.9	9-->17	37.9
	Central	9	59.6		
		17	91.7	9-->17	32.1
	Northeast	9	57.9		
		17	86.5	9-->17	28.6
SEX					
	Male	9	52.9		
		17	87.5	9-->17	34.6
	Female	9	54.2		
		17	88.4	9-->17	34.2



N03 13 3/1 05*X509014 R0004050 9 17
S03 01 3/1 05*X509014 R0004050 9 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE
NATIONAL	9	53.6	
NATIONAL	17	88.0	9-->17 34.4
COLOR			
Black	9	27.7	
	17	74.7	9-->17 47.0
White	9	57.6	
	17	89.7	9-->17 32.1
PARENTAL EDUCATION			
No High School	9	42.9	
	17	68.0	9-->17 25.2
Some High School	9	53.1	
	17	87.2	9-->17 34.1
Graduated High Sch.	9	54.7	
	17	89.5	9-->17 34.8
Post High School	9	63.8	
	17	92.1	9-->17 28.3
NATIONAL	9	53.6	
NATIONAL	17IS	88.2	9-->17 34.7
SIZE-AND-TYPE OF COMMUNITY			
Extreme Inner City	9	24.7	
	17IS	82.5	9-->17 57.8
Extreme Rural	9	48.8	
	17IS	85.7	9-->17 36.9
Small City	9	52.0	
	17IS	87.4	9-->17 35.4
Medium City	9	49.6	
	17IS	89.8	9-->17 40.3
Rest Of Big City	9	56.3	
	17IS	88.4	9-->17 32.1
Suburban Fringe	9	59.6	
	17IS	87.8	9-->17 28.2
Extreme Aff Suburb	9	68.8	
	17IS	93.0	9-->17 24.2



Exercise 509 -- Ages 9 and 17

Objective IV: Reason logically from what is read.
Subobjective A: Draw appropriate inferences from the material that is read and "read between the lines" where necessary.

This exercise required 9- and 17-year-olds to relate many facts to the total message of how Helen Keller overcame her double handicap by using the sense of touch. Since the words "sense of touch" never occur in the passage and must be inferred, this exercise could have been included in Theme 7: Drawing Inferences. While 54% of 9-year-olds were able to complete the inference, 88% of the 17-year-olds did so--a percentage increase of 34. The 9-year-olds were strongly attracted to incorrect answers "writing" (19%) and "sound waves" (11%). None of the incorrect answers attracted an extraordinary percent of 17-year-olds.

Exercise 515 -- Ages 9 and 13

Read the poem and answer the question on the next page.

As the cat climbed over

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restrictions

scattered in all directions.*

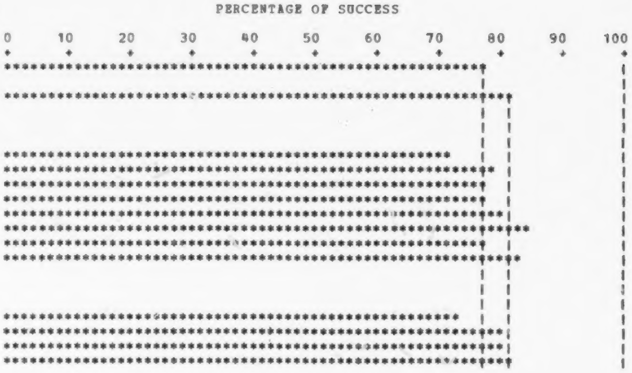
Nat'l % Choosing Each Answer Age 9	Age 13		Which words tell when the buttons scattered?
2.8%	1.0%	○	When the cat's nose pushed the box
10.2%	7.9%	○	When the cat's forepaw struck the box
6.2%	5.7%	○	When the cat's tail knocked the box over
76.7%	80.8%	●	When the cat's hind foot caught in the box
3.6%	2.2%	○	I don't know.
0.3%	2.5%		No response

**The Collected Earlier Poems of William Carlos Williams*, William Carlos Williams, reprinted by permission of New Directions Books.

R06 11 3/1 04*E515011 D1000050 9 13
T09 01 3/1 04*E515011 01000050 9 13

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
	NATIONAL	9	76.7		
	NATIONAL	13	80.8	9-->13	4.0
REGION					
	Southeast	9	71.0		
		13	78.4	9-->13	7.4
	West	9	76.5		
		13	76.5	9-->13	0.0
	Central	9	80.4		
		13	84.5	9-->13	4.1
	Northeast	9	77.7		
		13	82.7	9-->13	5.0
SEX					
	Male	9	73.3		
		13	80.1	9-->13	6.9
	Female	9	80.1		
		13	81.4	9-->13	1.3



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N06 11  3/1  04*I515011 R10000S0                         9 13
T09 01  3/1  04*I515011 R10000S0                         9 13
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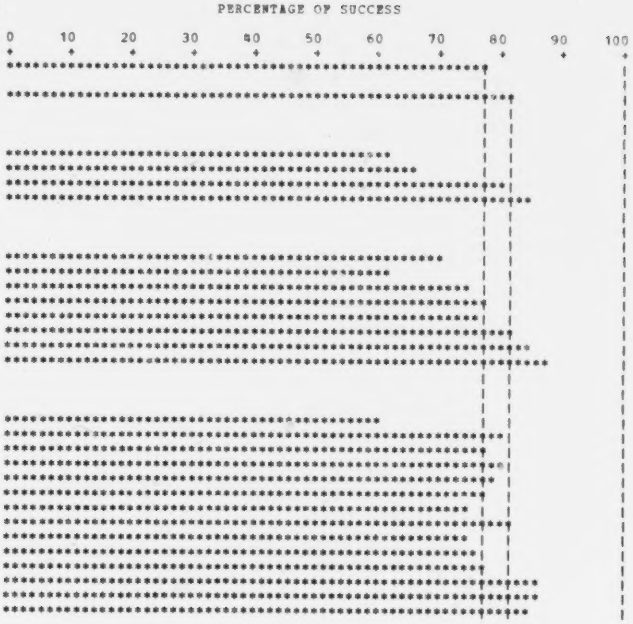
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	9	76.7		
NATIONAL	13	80.8	9-->13	4.0
COLOR				
Black	9	61.5		
	13	65.0	9-->13	3.5
White	9	79.3		
	13	84.6	9-->13	5.3
PARENTAL EDUCATION				
No High School	9	70.2		
	13	61.1	9-->13	-9.1
Some High School	9	73.6		
	13	77.4	9-->13	3.7
Graduated High Sch.	9	75.9		
	13	81.1	9-->13	5.3
Post High School	9	84.6		
	13	87.6	9-->13	3.0
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	60.4		
	13	79.6	9-->13	19.2
Extreme Rural	9	77.4		
	13	79.5	9-->13	2.1
Small City	9	78.7		
	13	77.8	9-->13	-1.0
Medium City	9	73.8		
	13	81.0	9-->13	7.2
Rest Of Big City	9	74.8		
	13	76.1	9-->13	1.3
Suburban Fringe	9	77.0		
	13	85.3	9-->13	8.3
Extreme Aff Suburb	9	85.9		
	13	84.4	9-->13	-1.5



Exercise 515 -- Ages 9 and 13

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

While 77% of the 9-year-olds were able to recognize that the buttons were scattered when the cat's hind foot was caught in the box, only 81% of the 13-year-olds were able to--a percentage increase of 5, but 19% of the 13-year-olds still failed. Since the sought-after fact is clearly stated, the percentage of failure--especially at age 13--may be largely due to confusion or distraction caused by the form of the poem. There is some indication that some of both 9- and 13-year-olds did not understand the meaning of the prefix "fore."

Exercise 517 -- Ages 9, 13, 17 and Adult

Read the passage and answer the question on the next page.

One spring Farmer Brown had an unusually good field of wheat.

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environment is likely to bring about a whole series of changes.*

The passage points out the importance of which fact?

Nat'l % Choosing Each Answer Age 9	Age 13	Age 17	Adult		
14.2%	7.6%	2.3%	3.2%	○	A bird is simply an animal that eats up grain.
4.3%	1.1%	0.5%	0.4%	○	Wheat rust is similar to the rust on your own bicycle.
11.9%	6.9%	3.0%	2.1%	○	Only living factors determine how much corn can be raised.
10.4%	6.2%	2.4%	2.0%	○	How much wheat is grown depends on how much is planted.
24.5%	68.6%	82.3%	89.2%	●	Any change in the environment is likely to cause other changes.
22.7%	6.9%	5.4%	2.2%	○	I don't know.
12.1%	2.7%	3.6%	0.9%		No response

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*Balance in Nature, Bertha Morris Parker, reprinted by permission of Harper and Row Publishers.

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N07 06  4/1  05*X517011 R10000S0                        9 13 17 A
T02 14  4/1  05*X517011 R10000S0                        9 13 17 A
S06 11  4/1  04*X517011 R10000S0                        9 13 17 A
A06 07  4/1  05*X517011 R10000S0                        9 13 17 A
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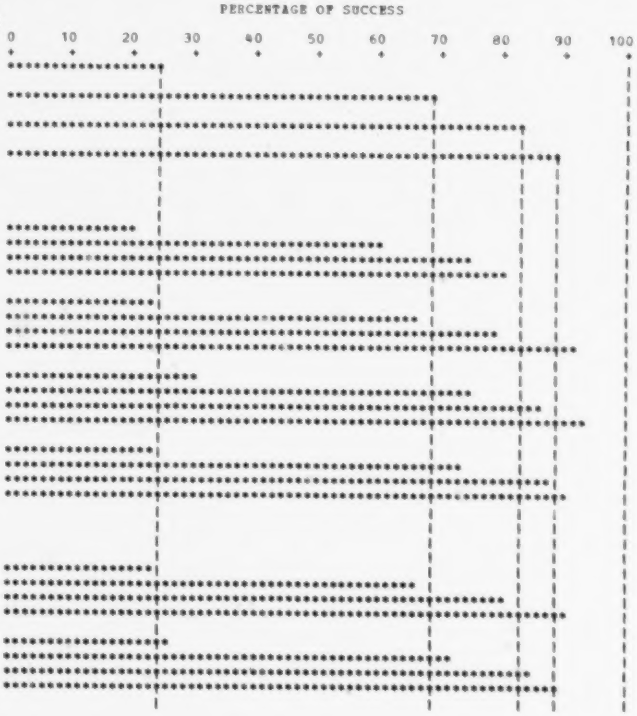
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
	NATIONAL	9	24.5		
	NATIONAL	13	68.6	9-->13	44.1
	NATIONAL	17	82.3	13-->17	13.6
	NATIONAL	Ad	89.2	17-->Ad	7.0
				9-->Ad	64.7
REGION	Southeast	9	19.6		
		13	60.3	9-->13	40.8
		17	73.6	13-->17	13.3
		Ad	79.8	17-->Ad	6.2
				9-->Ad	60.3
	West	9	23.5		
		13	66.2	9-->13	42.7
		17	78.3	13-->17	12.1
		Ad	90.9	17-->Ad	12.6
				9-->Ad	67.4
	Central	9	29.9		
		13	74.1	9-->13	44.2
		17	86.4	13-->17	12.3
		Ad	93.0	17-->Ad	6.6
				9-->Ad	63.1
	Northeast	9	23.3		
		13	73.1	9-->13	49.7
		17	87.2	13-->17	14.2
		Ad	90.1	17-->Ad	2.9
				9-->Ad	66.8
SEX	Male	9	23.5		
		13	65.5	9-->13	42.0
		17	79.6	13-->17	14.1
		Ad	90.5	17-->Ad	10.9
				9-->Ad	67.0
	Female	9	25.5		
		13	72.0	9-->13	46.5
		17	84.9	13-->17	12.9
		Ad	88.0	17-->Ad	3.1
				9-->Ad	62.5



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T02 14  4/1  05*X517011 R10000S0                              9 13 17 A
S06 11  4/1  04*X517011 R10000S0                              9 13 17 A
A06 07  4/1  05*X517011 R10000S0                              9 13 17 A
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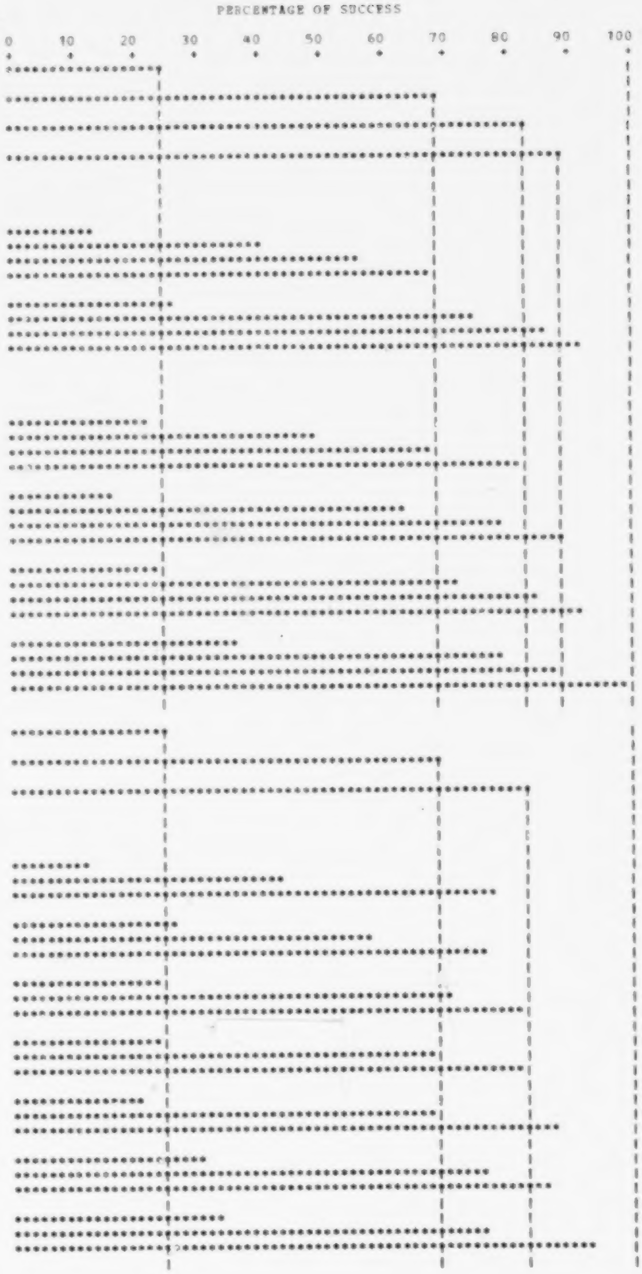
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	9	24.5		
NATIONAL	13	68.6	9-->13	44.1
NATIONAL	17	82.2	13-->17	13.6
NATIONAL	Ad	89.2	17-->Ad	7.0
			9-->Ad	64.7
COLOR				
Black	9	12.4		
	13	39.5	9-->13	27.1
	17	55.8	13-->17	16.3
	Ad	66.6	17-->Ad	10.8
			9-->Ad	54.3
White	9	26.4		
	13	74.4	9-->13	48.1
	17	85.6	13-->17	11.2
	Ad	92.1	17-->Ad	6.4
			9-->Ad	65.7
PARENTAL EDUCATION				
No High School	9	21.8		
	13	49.0	9-->13	27.2
	17	67.0	13-->17	18.0
	Ad	81.6	17-->Ad	14.7
			9-->Ad	59.9
Some High School	9	15.4		
	13	62.4	9-->13	46.9
	17	78.3	13-->17	16.0
	Ad	89.2	17-->Ad	10.9
			9-->Ad	73.8
Graduated High Sch.	9	22.6		
	13	71.0	9-->13	48.4
	17	85.0	13-->17	14.0
	Ad	91.7	17-->Ad	6.7
			9-->Ad	69.1
Post High School	9	36.0		
	13	78.9	9-->13	42.8
	17	87.2	13-->17	8.3
	Ad	98.2	17-->Ad	11.0
			9-->Ad	62.1
NATIONAL	9	24.5		
NATIONAL	13	68.6	9-->13	44.1
NATIONAL	17IS	82.9	13-->17	14.3
			9-->17	58.4
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	9	12.0		
	13	42.2	9-->13	30.2
	17IS	76.4	13-->17	34.2
			9-->17	64.4
Extreme Rural	9	25.7		
	13	57.0	9-->13	31.2
	17IS	75.3	13-->17	18.3
			9-->17	49.6
Small City	9	22.3		
	13	70.3	9-->13	48.0
	17IS	81.4	13-->17	11.1
			9-->17	59.1
Medium City	9	22.7		
	13	67.7	9-->13	45.0
	17IS	81.2	13-->17	13.5
			9-->17	58.5
Rest Of Big City	9	19.7		
	13	67.2	9-->13	47.6
	17IS	86.9 *	13-->17	19.6
			9-->17	67.2
Suburban Fringe	9	29.6		
	13	75.7	9-->13	46.1
	17IS	85.2	13-->17	9.5
			9-->17	55.6
Extreme Aff Suburb	9	33.2		
	13	75.8	9-->13	42.6
	17IS	92.3	13-->17	16.5
			9-->17	59.1



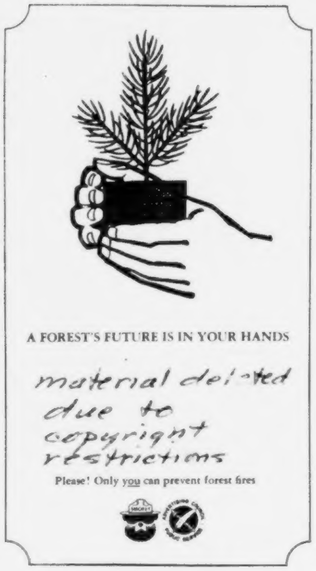
Exercise 517 -- Ages 9, 13, 17 and Adult

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

This passage discusses the balance among both living and non-living environmental factors and how an upset in any one of them can affect many others. The author sums this up in the final sentence of the passage, and this is the important fact asked for. Of the individuals at the four age levels, 25%, 69%, 82% and 89%, respectively, stated "Any change in the environment is likely to cause other changes." While 25% of 9-year-olds succeeded on this exercise, 11% of young adults still failed. That is, with regard to this question, 11% of young adults could not do what 25% of 9-year-olds could do.

Exercise 523 -- Ages 13, 17 and Adult

Here is an ad from a national magazine. Read it and complete the sentences on the opposite page.


A FOREST'S FUTURE IS IN YOUR HANDS
Please! Only you can prevent forest fires

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(Reprinted by permission of The Advertising Council.)

52301

The name of the bear pictured in the advertisement is

Nat'l % Choosing Each Answer Age 13	Age 17	Adult	
0.2%	0.3%	0.2%	○ Bruno.
2.2%	0.6%	1.4%	○ Forest.
1.7%	0.7%	0.5%	○ Public Service.
95.3%	97.5%	96.3%	● Smokey.
0.4%	0.3%	0.6%	○ I don't know.
0.3%	0.7%	1.0%	No response

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T01 04  3/1  04*X523010 R10040S0                    13 17 A
S07 09  3/1  04*X523010 R10040S0                    13 17 A
A05 02  3/1  04*X523010 R1004050                    13 17 A
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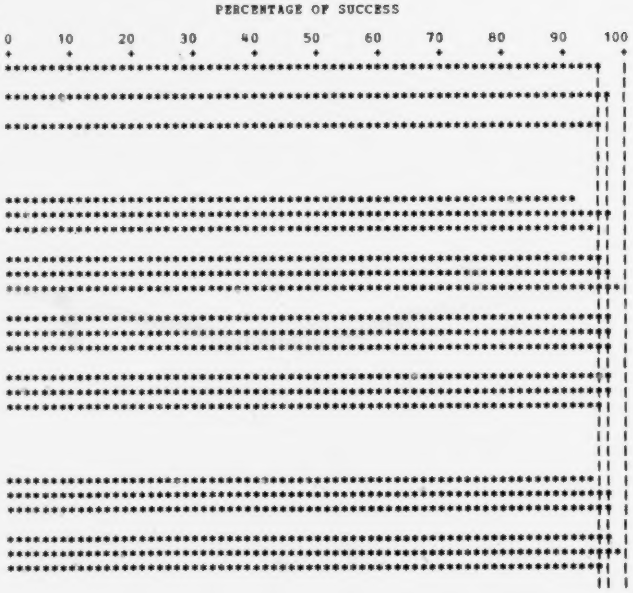
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
	NATIONAL	13	95.3		
	NATIONAL	17	97.5	13-->17	2.2
	NATIONAL	Ad	96.3	17-->Ad	-1.1
				13-->Ad	1.1
REGION	Southeast	13	90.7		
		17	97.1	13-->17	6.3
		Ad	94.2	17-->Ad	-2.8
				13-->Ad	3.5
	West	13	95.1		
		17	97.3	13-->17	2.2
		Ad	98.6	17-->Ad	1.4
				13-->Ad	3.6
	Central	13	97.6		
		17	97.6	13-->17	0.1
		Ad	96.4	17-->Ad	-1.2
				13-->Ad	-1.1
	Northeast	13	97.4		
		17	97.8	13-->17	0.4
		Ad	95.6	17-->Ad	-2.3
				13-->Ad	-1.8
SEX	Male	13	93.7		
		17	97.0	13-->17	3.3
		Ad	96.7	17-->Ad	-0.3
				13-->Ad	3.0
	Female	13	96.9		
		17	97.9	13-->17	1.1
		Ad	96.0	17-->Ad	-2.0
				13-->Ad	-0.9



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T01 04  3/1  04*X523010 R1004050                        13 17 A
S07 09  3/1  04*X523010 R1004050                        13 17 A
A05 02  3/1  04*X523010 R1004050                        13 17 A
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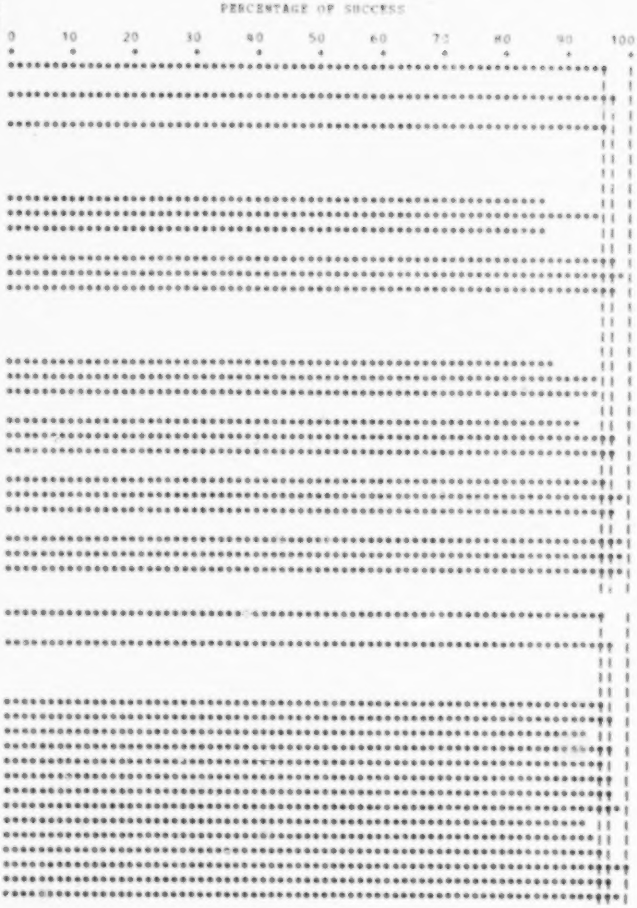
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	13	95.3		
NATIONAL	17	97.5	13-->17	2.2
NATIONAL	Ad	96.3	17-->Ad	-1.1
			13-->Ad	1.1
COLOR				
Black	13	86.3		
	17	94.5	13-->17	8.3
	Ad	85.8	17-->Ad	-8.7
			13-->Ad	-0.4
White	13	96.7		
	17	98.0	13-->17	1.3
	Ad	97.6	17-->Ad	-0.4
			13-->Ad	0.8
PARENTAL EDUCATION				
No High School	13	86.5		
	17	95.0	13-->17	8.4
	Ad	94.7	17-->Ad	-0.2
			13-->Ad	8.2
Some High School	13	92.0		
	17	97.1	13-->17	5.1
	Ad	97.7	17-->Ad	0.6
			13-->Ad	5.7
Graduated High Sch.	13	96.1		
	17	98.4	13-->17	2.3
	Ad	96.8	17-->Ad	-1.6
			13-->Ad	0.7
Post High School	13	97.9		
	17	98.6	13-->17	0.7
	Ad	98.9	17-->Ad	0.3
			13-->Ad	1.0
NATIONAL	13	95.3		
NATIONAL	17IS	97.8	13-->17	2.6
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	13	96.1		
	17IS	97.3	13-->17	1.1
Extreme Rural	13	92.3		
	17IS	97.4	13-->17	5.2
Small City	13	95.4		
	17IS	97.8	13-->17	2.5
Medium City	13	96.7		
	17IS	98.[illegible]	13-->17	1.3
Rest Of Big City	13	92.7		
	17IS	94.2	13-->17	1.5
Suburban Fringe	13	95.1		
	17IS	99.4	13-->17	4.3
Extreme Aff Suburb	13	97.3		
	17IS	99.0	13-->17	1.6



52302

Nat'l % Choosing Each Answer			The advertisement tells you to
Age 13	Age 17	Adult	
21.0%	0.7%	1.3%	○ stop smoking.
7.8%	5.7%	6.1%	○ enjoy the forest.
85.9%	91.9%	90.4%	● drown all camp fires.
0.8%	0.3%	0.2%	○ plant trees and shrubs.
1.0%	0.7%	0.9%	○ I don't know.
2.5%	0.8%	0.9%	No response

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T01 04  5/1  03*X523021 R10000S0                             13 17 A
S07 09  5/1  03*X523021 R10000S0                             13 17 A
A05 02  5/1  03*X523021 R10000S0                             13 17 A
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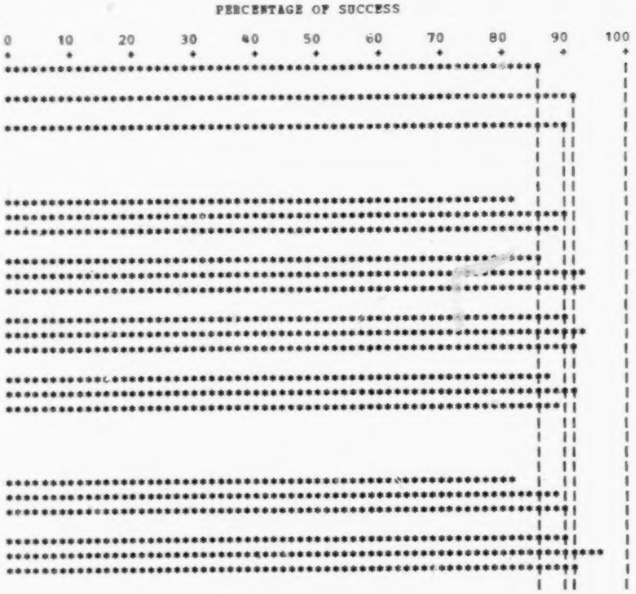
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
	NATIONAL	13	85.8		
	NATIONAL	17	91.9	13-->17	6.0
	NATIONAL	Ad	90.4	17-->Ad	-1.5
				13-->Ad	4.6
REGION	Southeast	13	80.8		
		17	90.3	13-->17	9.5
		Ad	88.0	17-->Ad	-2.3
				13-->Ad	7.2
	West	13	85.5		
		17	92.8	13-->17	7.3
		Ad	92.8	17-->Ad	0.1
				13-->Ad	7.4
	Central	13	89.7		
		17	92.3	13-->17	2.6
		Ad	91.5	17-->Ad	-0.8
				13-->Ad	1.8
	Northeast	13	86.9		
		17	91.7	13-->17	4.8
		Ad	88.8	17-->Ad	-2.9
				13-->Ad	1.9
SEX	Male	13	81.5		
		17	88.5	13-->17	7.0
		Ad	89.5	17-->Ad	1.0
				13-->Ad	8.1
	Female	13	90.5		
		17	95.2	13-->17	4.8
		Ad	91.2	17-->Ad	-4.0
				13-->Ad	0.8



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T01 04  5/1  03*X523021 R10000S0                        13 17 A
S07 09  5/1  03*X523021 R10000S0                        13 17 A
A05 02  5/1  03*X523021 R10000S0                        13 17 A
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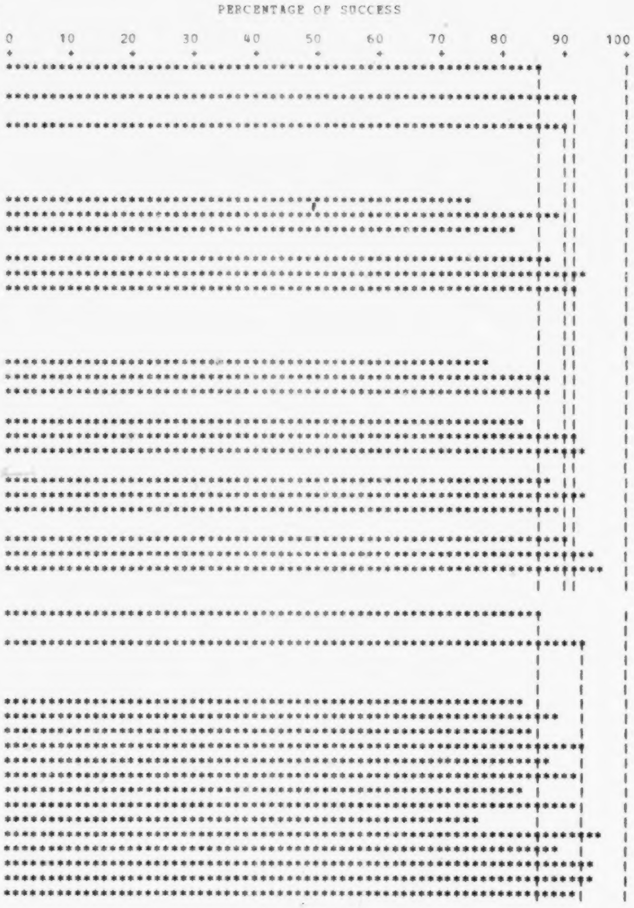
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	13	85.8		
NATIONAL	17	91.9	13-->17	6.0
NATIONAL	Ad	90.4	17-->Ad	-1.5
			13-->Ad	4.6
COLOR				
Black	13	74.3		
	17	88.9	13-->17	14.5
	Ad	81.8	17-->Ad	-7.1
			13-->Ad	7.5
White	13	87.8		
	17	92.2	13-->17	4.5
	Ad	91.6	17-->Ad	-0.6
			13-->Ad	3.9
PARENTAL EDUCATION				
No High School	13	77.7		
	17	87.3	13-->17	9.6
	Ad	86.5	17-->Ad	-0.8
			13-->Ad	8.8
Some High School	13	82.6		
	17	91.5	13-->17	8.9
	Ad	93.0	17-->Ad	1.5
			13-->Ad	10.5
Graduated High Sch.	13	86.7		
	17	92.7	13-->17	6.0
	Ad	89.0	17-->Ad	-3.7
			13-->Ad	2.4
Post High School	13	89.6		
	17	93.7	13-->17	4.1
	Ad	95.9	17-->Ad	2.2
			13-->Ad	6.3
NATIONAL	13	85.8		
NATIONAL	17IS	92.3	13-->17	6.4
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	13	82.3		
	17IS	88.1	13-->17	5.8
Extreme Rural	13	84.4		
	17IS	93.4	13-->17	9.1
Small City	13	86.9		
	17IS	91.6	13-->17	4.7
Medium City	13	83.0		
	17IS	91.5	13-->17	8.5
Rest Of Big City	13	75.0		
	17IS	95.4	13-->17	20.3
Suburban Fringe	13	88.3		
	17IS	94.3	13-->17	6.0
Extreme Aff Suburb	13	93.7		
	17IS	91.1	13-->17	-2.6



Exercise 523 -- Ages 13, 17 and Adult

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

This ad encourages people to prevent forest fires and suggests some ways to do this. Two of the three parts of this exercise are reported here. The other part is reported in Theme 8: Critical Reading. Of the individuals at the three age levels, 95%, 98% and 96%, respectively, recognized the name of "Smokey" the bear (52301), and 86%, 92% and 90%, respectively, recognized that the ad tells us to "drown all campfires" (52302).

Exercise 524 -- Ages 13 and 17

Read the paragraph and answer the question which follows it.

Any attempt to label an entire generation is unrewarding,

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young generation has done that continually from early youth.*

Nat'l % Choosing Each Answer		According to the paragraph, the origins of the word "beat" are
Age 13	Age 17	
51.0%	63.5%	● obscure.
21.5%	21.0%	○ clear to Americans.
9.3%	6.5%	○ attributed to Kerouac.
5.1%	2.3%	○ attributed to jazz musicians.
8.2%	4.3%	○ I don't know.
5.0%	2.4%	No response

*"This is the Beat Generation," The Character of Prose, Clellon Holmes, reprinted by permission of New York Times Company.

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T01 09  6/1  01*X524011 R10000S0          13 17
S08 11  6/1  01*X524011 R10000S0          13 17
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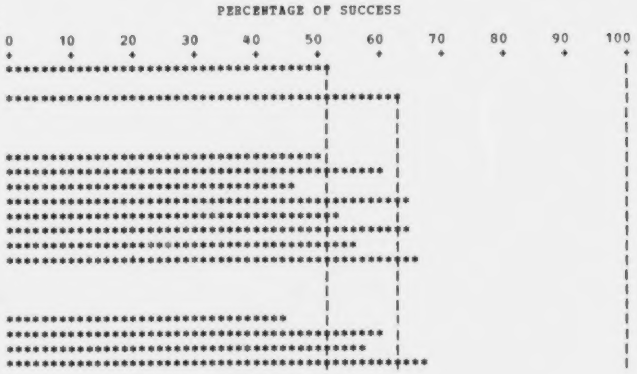
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
	NATIONAL	13	51.0		
	NATIONAL	17	63.5	13-->17	12.5
REGION					
	Southeast	13	49.5		
		17	59.8	13-->17	10.3
	West	13	46.2		
		17	64.2	13-->17	18.0
	Central	13	52.3		
		17	64.4	13-->17	12.0
	Northeast	13	55.7		
		17	65.1	13-->17	9.4
SEX					
	Male	13	44.6		
		17	60.1	13-->17	15.6
	Female	13	57.7		
		17	66.9	13-->17	9.2



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T01 09  6/1  01*X524011 R10000S0                              13 17
S08 11  5/1  01*X524011 R10000S0                              13 17
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

```
                       AGE    PERCENTAGE        PERCENTAGE
                      LEVEL   OF SUCCESS        DIFFERENCE

             NATIONAL  13        51.0

             NATIONAL  17        63.5     13-->17  12.5

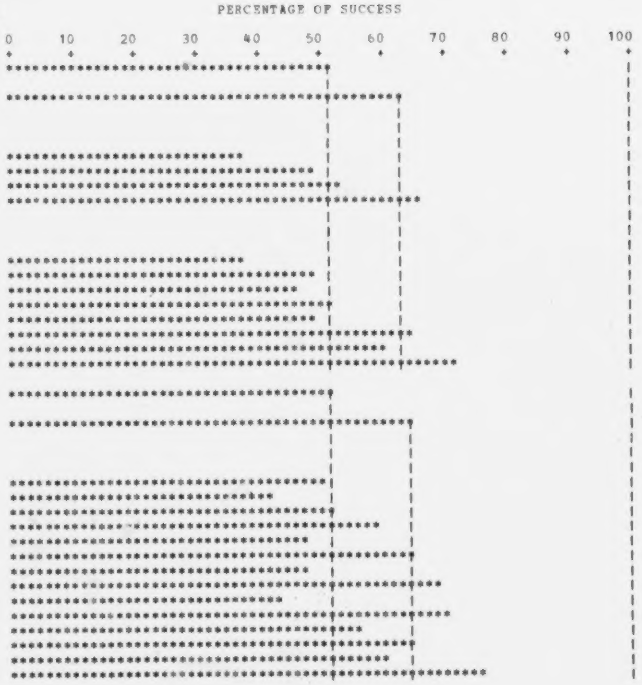

COLOR
                Black  13        37.8
                       17        48.4     13-->17  10.6
                White  13        53.1
                       17        65.8     13-->17  12.7


PARENTAL EDUCATION
       No High School  13        37.1
                       17        48.5     13-->17  11.4
     Some High School  13        46.1
                       17        52.0     13-->17   5.9
  Graduated High Sch.  13        49.2
                       17        64.4     13-->17  15.2
     Post High School  13        59.9
                       17        71.2     13-->17  11.3

             NATIONAL  13        51.0

             NATIONAL  17IS      64.2     13-->17  13.3

SIZE-AND-TYPE
OF COMMUNITY
   Extreme Inner City  13        50.1
                       17IS      40.7     13-->17  -9.4
        Extreme Rural  13        51.7
                       17IS      57.9     13-->17   6.2
           Small City  13        47.3
                       17IS      64.2     13-->17  16.9
          Medium City  13        47.3
                       17IS      68.1     13-->17  20.8
     Rest Of Big City  13        42.3
                       17IS      70.5     13-->17  28.2
     Suburban Fringe   13        56.4
                       17IS      63.7     13-->17   7.3
   Extreme Aff Suburb  13        60.5
                       17IS      75.9     13-->17  15.4
```



Exercise 524 -- Ages 13 and 17

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

This passage concerns the "beat" generation. One of four parts of the exercise is reported here. The other parts are reported in Theme 6: Main Ideas and Organization, Theme 4: Reference Materials and Theme 7: Drawing Inferences.

This question asked individuals to identify the origins of the word "beat." Fifty-one percent of 13-year-olds and 64% of 17-year-olds recognized the fact that the origins of the word "beat" are obscure. However, about 21% of both 13-year-olds and 17-year-olds said the origins are "clear to Americans." They confused "origins" and "meaning" from the sentence, "The origins of the word 'beat' are obscure, but the meaning is only too clear to most Americans."

Exercise 525 -- Ages 13, 17 and Adult

Read the passage and answer the questions which follow it.

It should come as no surprise to learn that 9 out of 10

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borrow bank loans.*

(52501)

Nat'l % Choosing Each Answer			According to the article, how many Americans are in debt?
Age 13	Age 17	Adult	
6.7%	3.9%	5.0%	○ 50%
0.5%	0.5%	0.6%	○ 2 out of 3
1.2%	0.3%	0.3%	○ 4 out of 5
90.1%	94.4%	92.2%	● 9 out of 10
1.4%	0.5%	0.8%	○ I don't know.
0.1%	0.4%	1.1%	No response

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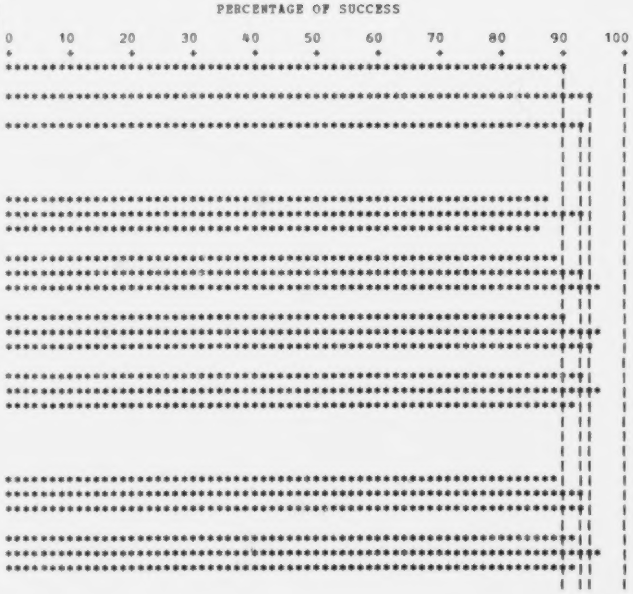
```
T03 04  3/1  04*X525011 R10000S0                               13 17 A
S05 12  3/1  04*X525011 R10000S0                               13 17 A
A05 08  3/1  04*X525011 R10000S0                               13 17 A
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
	NATIONAL	13	90.0		
	NATIONAL	17	94.4	13-->17	4.3
	NATIONAL	Ad	92.2	17-->Ad	-2.2
				13-->Ad	2.1
REGION					
	Southeast	13	87.2		
		17	92.7	13-->17	5.5
		Ad	86.4	17-->Ad	-6.3
				13-->Ad	-0.8
	West	13	89.2		
		17	92.9	13-->17	3.7
		Ad	95.7	17-->Ad	2.8
				13-->Ad	6.5
	Central	13	90.2		
		17	95.8	13-->17	5.6
		Ad	93.7	17-->Ad	-2.1
				13-->Ad	3.5
	Northeast	13	93.4		
		17	95.2	13-->17	1.8
		Ad	91.2	17-->Ad	-4.0
				13-->Ad	-2.2
SEX					
	Male	13	88.8		
		17	92.9	13-->17	4.1
		Ad	92.6	17-->Ad	-0.2
				13-->Ad	3.9
	Female	13	91.4		
		17	95.7	13-->17	4.3
		Ad	91.7	17-->Ad	-3.9
				13-->Ad	0.4



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S05 12  3/1  04*X525011 R10000S0                               13 17 A
A05 08  3/1  04*X525011 R10000S0                               13 17 A

                                     NATIONAL AND GROUP PERCENTAGES OF SUCCESS

                         AGE   PERCENTAGE         PERCENTAGE
                        LEVEL  OF SUCCESS         DIFFERENCE

            NATIONAL     13       90.0

            NATIONAL     17       94.4    13-->17   4.3

            NATIONAL     Ad       92.2    17-->Ad  -2.2
                                          13-->Ad   2.1

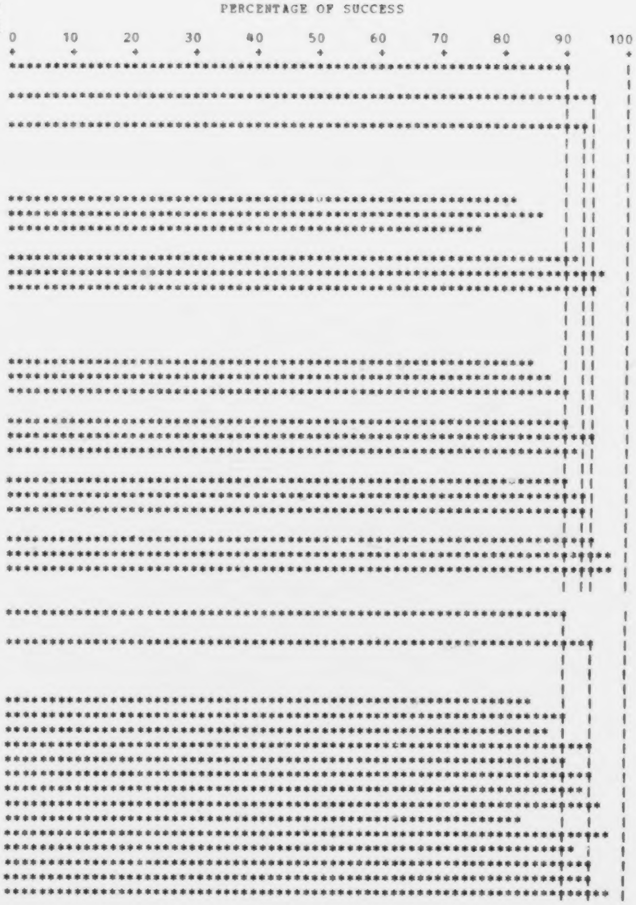

COLOR
               Black     13       81.6
                         17       85.5    13-->17   3.9
                         Ad       75.7    17-->Ad  -9.8
                                          13-->Ad  -6.0
               White     13       91.9
                         17       95.5    13-->17   3.6
                         Ad       94.1    17-->Ad  -1.4
                                          13-->Ad   2.2


PARENTAL EDUCATION
      No High School     13       84.5
                         17       87.8    13-->17   3.3
                         Ad       89.8    17-->Ad   2.0
                                          13-->Ad   5.3
    Some High School     13       89.5
                         17       94.7    13-->17   5.2
                         Ad       91.3    17-->Ad  -3.4
                                          13-->Ad   1.8
 Graduated High Sch.     13       90.3
                         17       93.5    13-->17   3.2
                         Ad       93.1    17-->Ad  -0.4
                                          13-->Ad   2.8
    Post High School     13       94.3
                         17       96.8    13-->17   2.6
                         Ad       96.8    17-->Ad  -0.0
                                          13-->Ad   2.6

            NATIONAL     13       90.0

            NATIONAL     17IS    ·95.0    13-->17   4.9

SIZE-AND-TYPE
OF COMMUNITY
  Extreme Inner City     13       84.5
                         17IS     90.1    13-->17   5.6
       Extreme Rural     13       87.0
                         17IS     93.6    13-->17   6.6
          Small City     13       89.6
                         17IS     94.4    13-->17   4.8
         Medium City     13       92.5
                         17IS     96.1    13-->17   3.6
     Rest Of Big City    13       83.4
                         17IS     97.5    13-->17  14.1
     Suburban Fringe     13       91.5
                         17IS     94.7    13-->17   3.3
   Extreme Aff Suburb    13       94.8
                         17IS     96.8    13-->17   2.1
```



52502

Nat'l % Choosing Each Answer Age 13	 Age 17	 Adult	According to government statistics, how much has income increased?
1.9%	0.4%	0.1%	○ 5%
1.2%	0.5%	0.4%	○ 10%
75.5%	88.8%	88.6%	● 50%
0.9%	0.7%	0.4%	○ 75%
14.5%	7.6%	8.0%	○ 110%
1.9%	0.8%	1.4%	○ I don't know.
4.0%	1.2%	1.0%	No response

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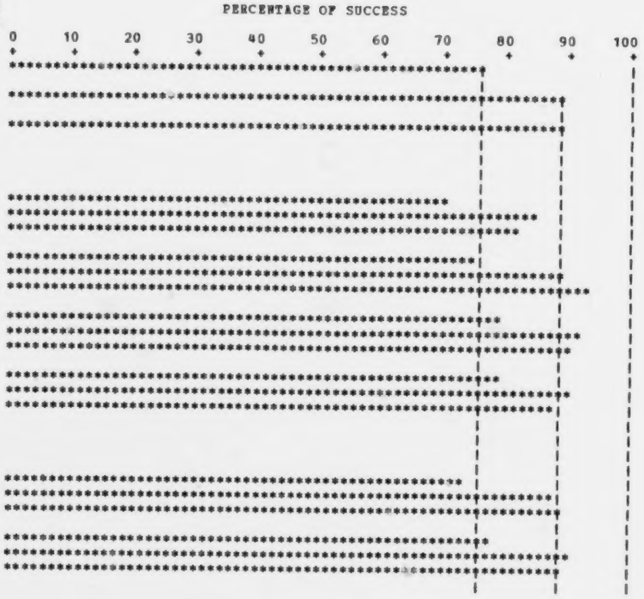
T03 04  4/1  03*X525021 R10000S0                      13 17 A
S05 12  4/1  03*X525021 R10000S0                      13 17 A
A05 08  4/1  03*X525021 R10000S0                      13 17 A
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
	NATIONAL	13	75.5		
	NATIONAL	17	88.8	13-->17	13.3
	NATIONAL	Ad	88.5	17-->Ad	-0.3
				13-->Ad	13.0
REGION					
	Southeast	13	70.0		
		17	84.7	13-->17	14.7
		Ad	81.2	17-->Ad	-3.5
				13-->Ad	11.2
	West	13	74.7		
		17	87.9	13-->17	13.2
		Ad	93.3	17-->Ad	5.4
				13-->Ad	18.6
	Central	13	78.1		
		17	91.0	13-->17	12.9
		Ad	90.6	17-->Ad	-0.4
				13-->Ad	12.5
	Northeast	13	78.6		
		17	90.1	13-->17	11.5
		Ad	87.1	17-->Ad	-3.0
				13-->Ad	8.5
SEX					
	Male	13	73.3		
		17	86.9	13-->17	13.6
		Ad	88.4	17-->Ad	1.5
				13-->Ad	15.1
	Female	13	77.8		
		17	90.5	13-->17	12.7
		Ad	88.7	17-->Ad	-1.9
				13-->Ad	10.9



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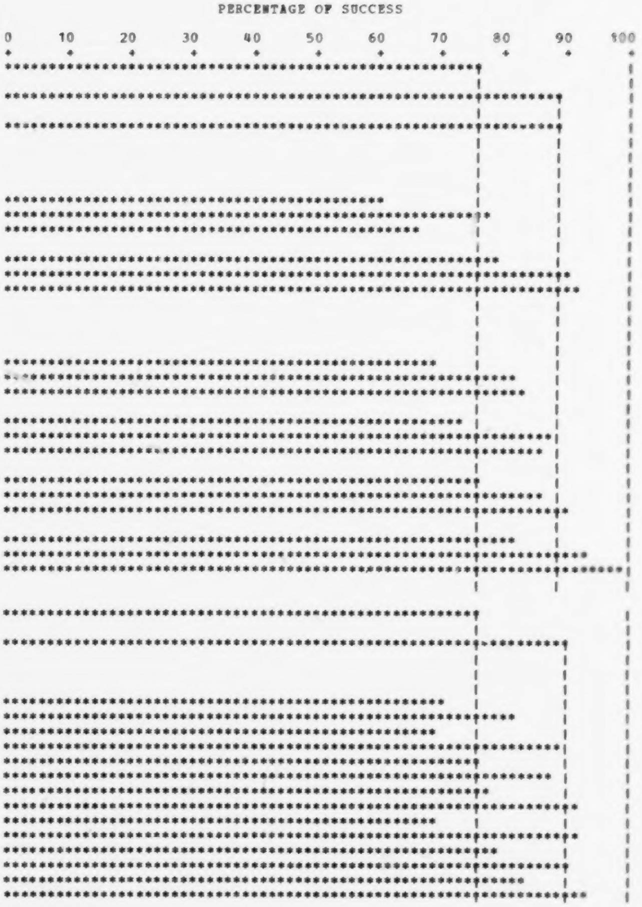
T03 04  4/1  03*X525021 R10000S0                        13 17 A
S05 12  4/1  03*X525021 R10000S0                        13 17 A
A05 08  4/1  03*X525021 R10000S0                        13 17 A
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	13	75.5		
NATIONAL	17	88.8	13-->17	13.3
NATIONAL	Ad	88.5	17-->Ad	-0.3
			13-->Ad	13.0
COLOR				
Black	13	60.1		
	17	77.1	13-->17	17.0
	Ad	65.4	17-->Ad	-11.7
			13-->Ad	5.3
White	13	78.8		
	17	90.2	13-->17	11.4
	Ad	91.4	17-->Ad	1.2
			13-->Ad	12.6
PARENTAL EDUCATION				
No High School	13	68.9		
	17	90.7	13-->17	11.9
	Ad	82.4	17-->Ad	1.6
			13-->Ad	13.5
Some High School	13	73.5		
	17	87.6	13-->17	14.1
	Ad	85.4	17-->Ad	-2.2
			13-->Ad	11.9
Graduated High Sch.	13	75.5		
	17	86.2	13-->17	10.7
	Ad	89.9	17-->Ad	3.6
			13-->Ad	14.4
Post High School	13	81.9		
	17	93.1	13-->17	11.3
	Ad	98.1	17-->Ad	5.0
			13-->Ad	16.2
NATIONAL	13	75.5		
NATIONAL	17IS	89.4	13-->17	13.9
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	13	69.8		
	17IS	81.9	13-->17	12.1
Extreme Rural	13	68.5		
	17IS	88.4	13-->17	19.9
Small City	13	75.5		
	17IS	87.6	13-->17	12.0
Medium City	13	77.0		
	17IS	91.4	13-->17	14.5
Rest Of Big City	13	69.2		
	17IS	91.3	13-->17	22.1
Suburban Fringe	13	78.0		
	17IS	90.7	13-->17	12.7
Extreme Aff Suburb	13	82.1		
	17IS	93.4	13-->17	11.2



Exercise 525 -- Ages 13, 17 and Adult

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

This exercise asks for recognition of two clearly stated facts. Of the individuals at the three age levels, 90%, 94% and 92%, respectively, recognized that "9 out of 10" Americans are in debt (52501); and 76%, 89% and 89% (52502), respectively, recognized how much income had increased. At all three age levels, the most attractive incorrect choice for 52502 was 110% --with 15% of 13-year-olds and 8% of both 17-year-olds and young adults making this choice--the rate of increase for debt.

Exercise 528 -- Ages 13 and 17

Read the passage and answer the question which follows it.

Helen Keller was born in 1880 in Tuscumbia, Alabama. When

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autobiography of her early years.*

Nat'l %
Choosing
Each Answer

According to the passage, what was the extent of Miss Keller's lecture tours?

Age 13	Age 17	
6.8%	3.5%	○ Only in the United States
4.1%	2.7%	○ Only in two countries
15.3%	14.0%	○ Only on two continents
71.5%	77.5%	● Only on three continents
2.1%	1.9%	○ I don't know.
0.2%	0.5%	No response

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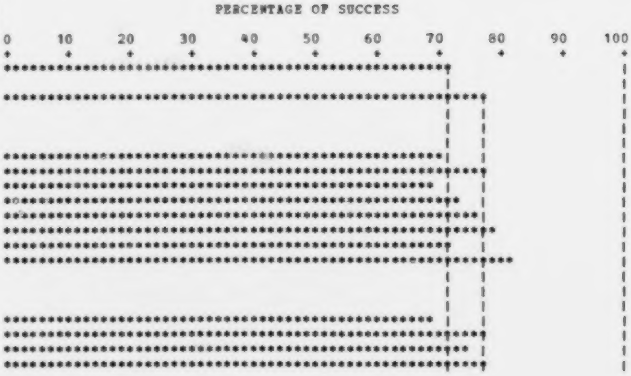
T07 04  3/1  04*I528011 R10000S0                    13 17
S02 11  3/1  04*I528011 R10000S0                    13 17
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

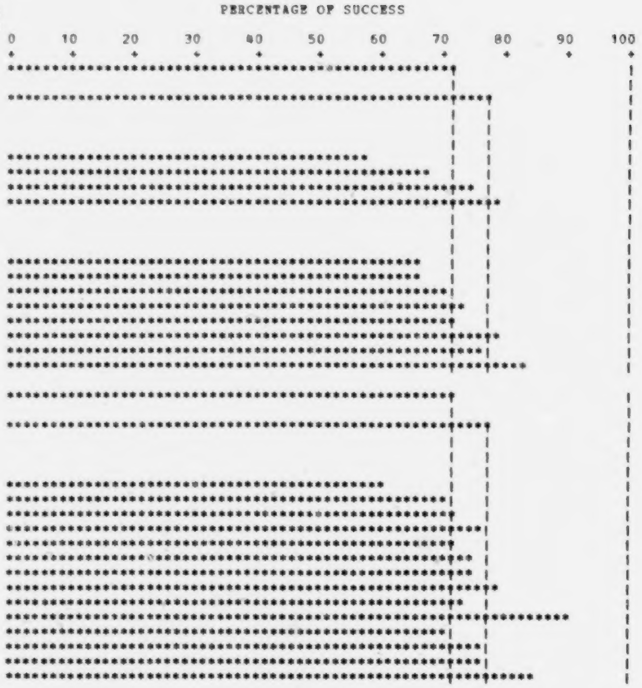
		AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
	NATIONAL	13	71.5		
	NATIONAL	17	77.5	13-->17	6.0
REGION					
	Southeast	13	69.4		
		17	76.9	13-->17	7.5
	West	13	69.0		
		17	73.2	13-->17	4.2
	Central	13	75.3		
		17	78.2	13-->17	2.9
	Northeast	13	71.3		
		17	81.2	13-->17	9.9
SEX					
	Male	13	67.9		
		17	77.8	13-->17	9.8
	Female	13	74.9		
		17	77.3	13-->17	2.4



T07 04 3/1 04*X528011 R1000050 13 17
S02 11 3/1 04*X528011 R1000050 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	13	71.5		
NATIONAL	17	77.5	13-->17	6.0
COLOR				
Black	13	56.8		
	17	67.0	13-->17	10.2
White	13	74.3		
	17	79.0	13-->17	4.7
PARENTAL EDUCATION				
No High School	13	65.4		
	17	65.7	13-->17	0.3
Some High School	13	70.5		
	17	72.3	13-->17	1.8
Graduated High Sch.	13	72.0		
	17	78.1	13-->17	6.2
Post High School	13	75.7		
	17	82.3	13-->17	6.6
NATIONAL	13	71.5		
NATIONAL	17IS	77.6	13-->17	6.1
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	13	60.0		
	17IS	69.9	13-->17	9.9
Extreme Rural	13	71.5		
	17IS	75.9	13-->17	4.4
Small City	13	71.4		
	17IS	73.9	13-->17	2.5
Medium City	13	74.0		
	17IS	78.8	13-->17	4.8
Rest Of Big City	13	73.0		
	17IS	89.4	13-->17	16.4
Suburban Fringe	13	70.3		
	17IS	75.9	13-->17	5.6
Extreme Aff Suburb	13	75.4		
	17IS	84.4	13-->17	9.0



Exercise 528 -- Ages 13 and 17

Objective I: Comprehend what is read.
Subobjective C: Read paragraphs, passages, and longer works.

The question asks the extent of Helen Keller's lecture tours. The correct answer, "Only on three continents," is obtained from the sentence, "She toured the United States, Europe, and Asia giving lectures..." Seventy-two percent of 13-year-olds and 78% of 17-year-olds answered correctly. The most attractive incorrect foil, "Only on two continents," was chosen by 15% of 13-year-olds and 14% of 17-year-olds. These individuals apparently counted only the two continents mentioned by name (Europe and Asia).

Exercise 530 -- Ages 13, 17 and Adult

Read the story carefully so that you can answer the questions on the next page without looking back at the story.

It was morning, and James Douglas awoke frightened. Perhaps

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eyes and pretended to sleep.*

Answer the following questions without referring to the story.

(53001)

In what city does the story take place?

Brooklyn

(52002)

In what month does the story take place?

November

(53003)

On what day does the story take place?

Monday

(53004)

Age 13	Age 17	Adult	
62.8%	61.6%	62.0%	All parts correct.

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*"How Many Miles to Babylon?", reprinted by permission of David White Company.

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T08 12B 1/2  13*E530040 R00300S0                         13 17 A
S02 15B 1/2  13*E530040 R00300S0                         13 17 A
A05 10B 1/2  13*E530040 R00300S0                         13 17 A
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NATIONAL AND GROUP PERCENTAGES OF SUCCESS

```
                          AGE     PERCENTAGE        PERCENTAGE
                         LEVEL    OF SUCCESS        DIFFERENCE

             NATIONAL     13         62.8

             NATIONAL     17         61.6      13-->17   -1.1

             NATIONAL     Ad         62.0      17-->Ad    0.4
                                               13-->Ad   -0.7


REGION
            Southeast     13         61.1
                          17         59.6      13-->17   -1.6
                          Ad         52.8      17-->Ad   -6.8
                                               13-->Ad   -8.3
                 West     13         61.8
                          17         58.1      13-->17   -3.7
                          Ad         56.7      17-->Ad   -1.4
                                               13-->Ad   -5.1
              Central     13         63.4
                          17         60.4      13-->17   -2.9
                          Ad         63.5      17-->Ad    3.1
                                               13-->Ad    0.1
            Northeast     13         64.8
                          17         68.0      13-->17    3.3
                          Ad         70.6      17-->Ad    2.6
                                               13-->Ad    5.8


SEX
                 Male     13         57.3
                          17         57.7      13-->17    0.4
                          Ad         60.6      17-->Ad    2.9
                                               13-->Ad    3.3
               Female     13         68.6
                          17         65.5      13-->17   -3.1
                          Ad         63.4      17-->Ad   -2.1
                                               13-->Ad   -5.2
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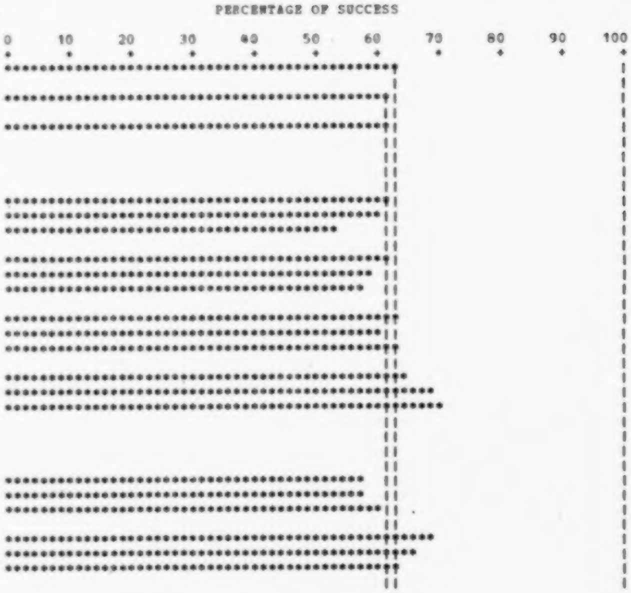

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S02 15B 1/2  13*X530040 R00300S0                              13 17 A
A05 10B 1/2  13*X530040 R00300S0                              13 17 A
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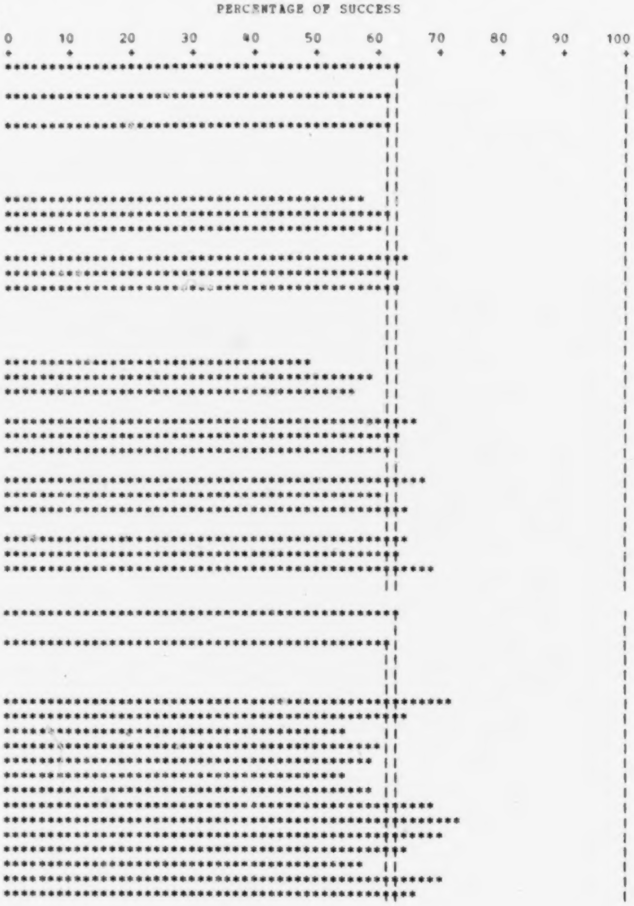
NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	13	62.8		
NATIONAL	17	61.6	13-->17	-1.1
NATIONAL	Ad	62.0	17-->Ad	0.4
			13-->Ad	-0.7
COLOR				
Black	13	57.0		
	17	61.2	13-->17	4.2
	Ad	59.6	17-->Ad	-1.6
			13-->Ad	2.6
White	13	63.6		
	17	61.9	13-->17	-1.7
	Ad	62.3	17-->Ad	0.4
			13-->Ad	-1.3
PARENTAL EDUCATION				
No High School	13	48.2		
	17	58.1	13-->17	9.9
	Ad	55.8	17-->Ad	-2.2
			13-->Ad	7.6
Some High School	13	65.5		
	17	63.4	13-->17	-2.1
	Ad	61.3	17-->Ad	-2.1
			13-->Ad	-4.2
Graduated High Sch.	13	67.0		
	17	59.6	13-->17	-7.4
	Ad	63.7	17-->Ad	4.1
			13-->Ad	-3.3
Post High School	13	64.3		
	17	63.0	13-->17	-1.3
	Ad	68.0	17-->Ad	4.9
			13-->Ad	3.6
NATIONAL	13	62.8		
NATIONAL	17IS	61.6	13-->17	-1.2
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	13	71.4		
	17IS	64.7	13-->17	-6.7
Extreme Rural	13	54.3		
	17IS	60.4	13-->17	6.1
Small City	13	59.2		
	17IS	54.9	13-->17	-4.3
Medium City	13	59.0		
	17IS	68.6	13-->17	9.6
Rest Of Big City	13	72.2		
	17IS	70.2	13-->17	-2.0
Suburban Fringe	13	64.3		
	17IS	57.8	13-->17	-6.5
Extreme Aff Suburb	13	69.4		
	17IS	65.2	13-->17	-4.2



Exercise 530 -- Ages 13, 17 and Adult

Objective III: Use what is read.
Subobjective A: Remember significant parts of what is read.

This exercise required that 13- and 17-year-olds and young adults recall--without referring to the passage--the city, the month and the day in which the story took place. Success on this exercise was regarded as being able to recall all three (53004). Of the individuals at the three age levels, 63%, 62% and 62%, respectively, were able to do so.

Exercise 531 -- Ages 13 and 17

Read the following story only once so that you can answer the questions on the next page without looking back at the story.

It was morning, and James Douglas awoke frightened. Perhaps

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He closed his eyes and pretended to sleep.*

Answer the following questions without referring to the story.

(53101)

How many women were in the room when James awoke?

Three

(53102)

What had James been thinking about when he went to bed the night before?

How to run away from school.

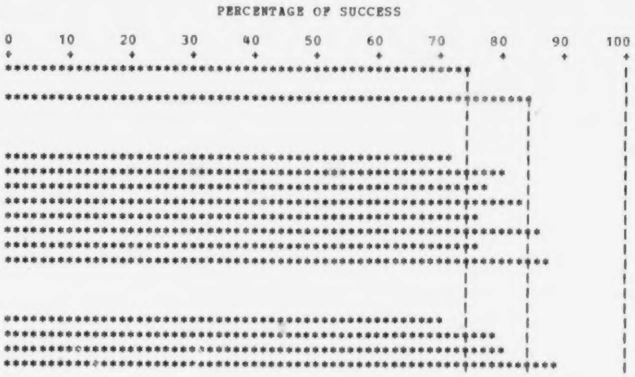
(53103)

Age 13	Age 17	
75.0%	84.4%	All parts correct.

```
T09 15B 1/2  12*X531030 R00300S0                          13 17
S01 12B 1/2  12*X531030 R00300S0                          13 17
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
	NATIONAL	13	75.0		
	NATIONAL	17	84.4	13-->17	9.4
REGION					
	Southeast	13	70.9		
		17	80.2	13-->17	9.3
	West	13	77.1		
		17	83.5	13-->17	6.4
	Central	13	76.3		
		17	86.1	13-->17	9.8
	Northeast	13	75.0		
		17	86.7	13-->17	11.7
SEX					
	Male	13	70.2		
		17	79.1	13-->17	8.9
	Female	13	80.0		
		17	89.1	13-->17	9.1

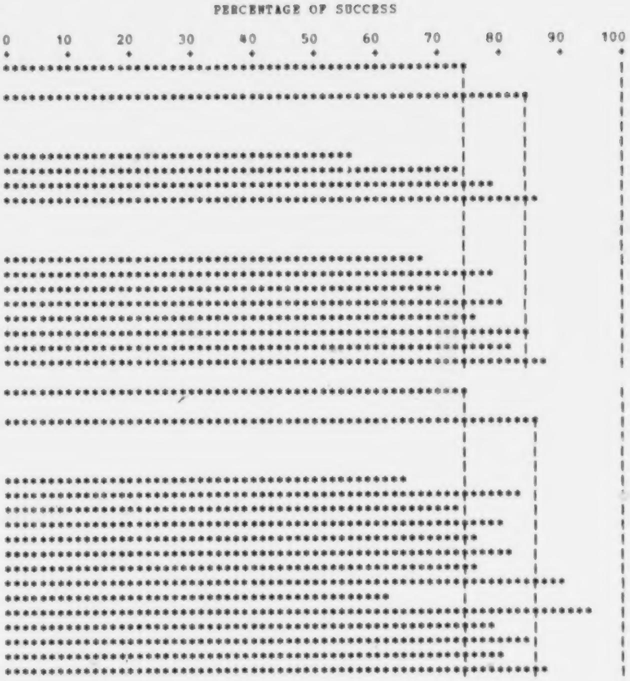


*"How Many Miles to Babylon?", reprinted by permission of David White Company.

T09 15B 1/2 12*X531030 R00300S0 13 17
S01 12B 1/2 12*X531030 R00300S0 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	13	75.0		
NATIONAL	17	84.4	13-->17	9.4
COLOR				
Black	13	55.5		
	17	72.2	13-->17	16.7
White	13	78.0		
	17	85.8	13-->17	7.8
PARENTAL EDUCATION				
No High School	13	67.3		
	17	77.9	13-->17	10.6
Some High School	13	70.3		
	17	79.7	13-->17	9.4
Graduated High Sch.	13	76.0		
	17	84.6	13-->17	8.6
Post High School	13	80.7		
	17	87.6	13-->17	6.9
NATIONAL	13	75.0		
NATIONAL	17IS	85.3	13-->17	10.3
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	13	64.3		
	17IS	82.5	13-->17	18.2
Extreme Rural	13	72.7		
	17IS	79.4	13-->17	6.7
Small City	13	75.5		
	17IS	82.1	13-->17	6.6
Medium City	13	76.4		
	17IS	89.8	13-->17	13.5
Rest Of Big City	13	61.3		
	17IS	93.8	13-->17	32.5
Suburban Fringe	13	78.7		
	17IS	84.2	13-->17	5.5
Extreme Aff Suburb	13	80.3		
	17IS	86.8	13-->17	6.5



Exercise 531 -- Ages 13 and 17

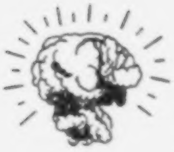
Objective III: Use what is read.
Subobjective A: Remember significant parts of what is read.

This exercise required that 13- and 17-year-olds recall--without referring to the passage--the number of women in the room and what James had been thinking about when he went to bed. Success on this exercise was regarded as being able to recall both parts (53103). Seventy-five percent of 13-year-olds and 85% of 17-year-olds were able to do so.

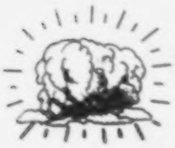
Exercise 535 -- Ages 13 and 17

Skim the information given below and then complete the sentences on the next page.

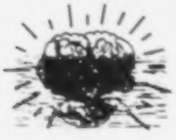
Nuclear Bursts



An air burst is defined as one in which the bomb is exploded in the air so high above land or water that the fireball (at maximum brilliance) does not touch the surface. Great blast and heat hazards are produced. The heat wave resulting from the explosion of a one-megaton nuclear weapon can cause moderately severe burns of exposed skin as far as 12 miles from the point of detonation. The warmth may be felt at a distance of 75 miles. Practically no early or close-in fallout is produced.



In a surface burst, the ball of fire touches the ground. Because of its intense heat, large amounts of rock, soil, and other materials will be vaporized and will rise up into the cloud. An important difference between a surface burst and an air burst is that in the surface burst the atomic cloud is much more heavily loaded with the vaporized material, therefore, a surface burst causes much more early radioactive fallout than an air burst.



A subsurface burst is one in which the center of a nuclear explosion occurs under the ground or under water. Underground or underwater shock is produced. According to the depth at which the explosion occurs, some of the shock will escape to produce air blast. Much of the heat wave and immediate nuclear radiation is absorbed within a short distance by the water or ground. However, large amounts of earth or water near the explosion will be contaminated with radioactive material.

("Personal and Family Survival," reprinted by permission of the United States Government Printing Office.)

(53501)

Immediate danger from radioactive fallout is most likely to occur after

Nat'l % Choosing Each Answer Age 13	Age 17	
24.2%	13.1%	○ an air burst.
54.6%	68.3%	● a surface burst.
6.3%	3.9%	○ an underwater burst.
11.2%	7.8%	○ an underground burst.
2.3%	3.9%	○ I don't know.
1.4%	2.9%	No response

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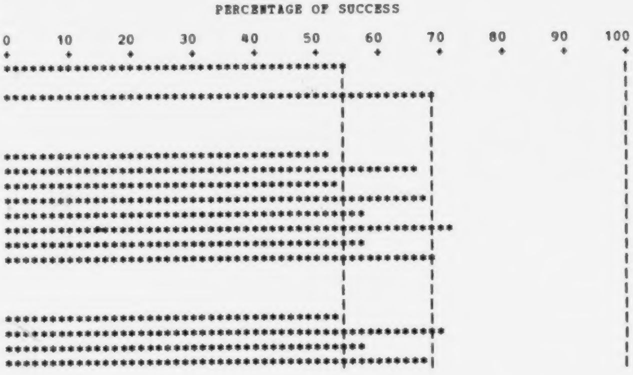
T12 11  4/1  02*E535013 R00300S0                    13 17
S03 03  4/1  02*E535013 R00300S0                    13 17
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

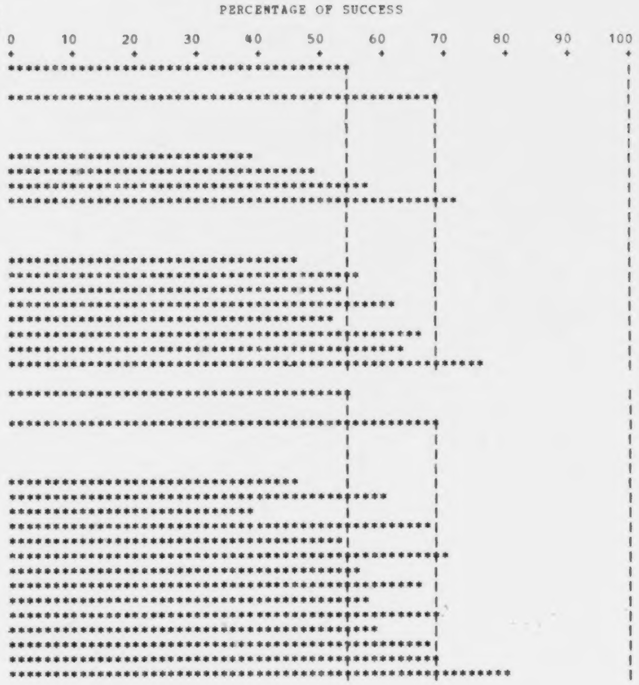
		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
	NATIONAL	13	54.6		
	NATIONAL	17	68.3	13-->17	13.7
REGION	Southeast	13	50.9		
		17	65.7	13-->17	14.8
	West	13	53.0		
		17	66.7	13-->17	13.7
	Central	13	56.7		
		17	72.1	13-->17	15.4
	Northeast	13	56.9		
		17	68.0	13-->17	11.1
SEX	Male	13	52.2		
		17	69.4	13-->17	17.2
	Female	13	57.0		
		17	67.2	13-->17	10.3



T12 11 4/1 02*X535013 R00300S0 13 17
S03 03 4/1 02*X535013 R00300S0 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
NATIONAL	13	54.6		
NATIONAL	17	68.3	13-->17	13.7
COLOR				
Black	13	38.2		
	17	49.0	13-->17	10.8
White	13	57.4		
	17	70.8	13-->17	13.4
PARENTAL EDUCATION				
No High School	13	45.9		
	17	55.9	13-->17	10.0
Some High School	13	52.1		
	17	61.9	13-->17	9.8
Graduated High Sch.	13	51.8		
	17	65.9	13-->17	14.2
Post High School	13	62.3		
	17	76.2	13-->17	13.8
NATIONAL	13	54.6		
NATIONAL	17IS	69.0	13-->17	14.4
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	13	45.4		
	17IS	59.5	13-->17	14.1
Extreme Rural	13	39.0		
	17IS	66.7	13-->17	27.7
Small City	13	53.1		
	17IS	70.3	13-->17	17.2
Medium City	13	55.9		
	17IS	66.1	13-->17	10.2
Rest Of Big City	13	57.0		
	17IS	68.0	13-->17	11.0
Suburban Fringe	13	58.8		
	17IS	67.2	13-->17	8.4
Extreme Aff Suburb	13	68.8		
	17IS	79.5	13-->17	10.7



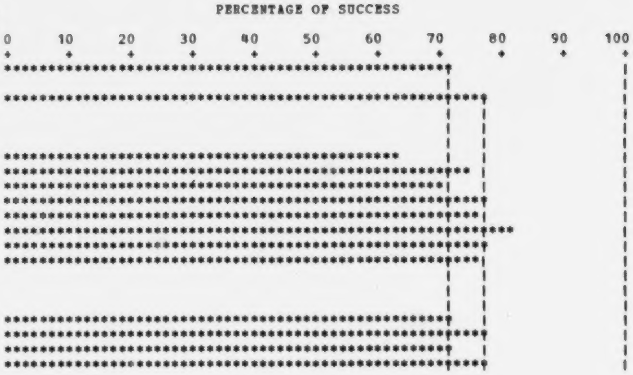
(53502)

Nat'l % Choosing Each Answer		The intense heat of a nuclear air burst can cause skin burns and fires
Age 13	Age 17	
71.5%	77.7%	● several miles from the point of detonation.
11.5%	6.7%	○ only within a mile's radius of the point of detonation.
5.3%	2.4%	○ only when it is not raining within the area of explosion.
4.2%	1.8%	○ in areas which are only north or west of the point of detonation.
4.9%	5.9%	○ I don't know.
2.6%	5.6%	No response

```
T12 11  5/1  01*X535023 R00300S0                             13 17
S03 03  5/1  01*X535023 R00300S0                             13 17
```

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

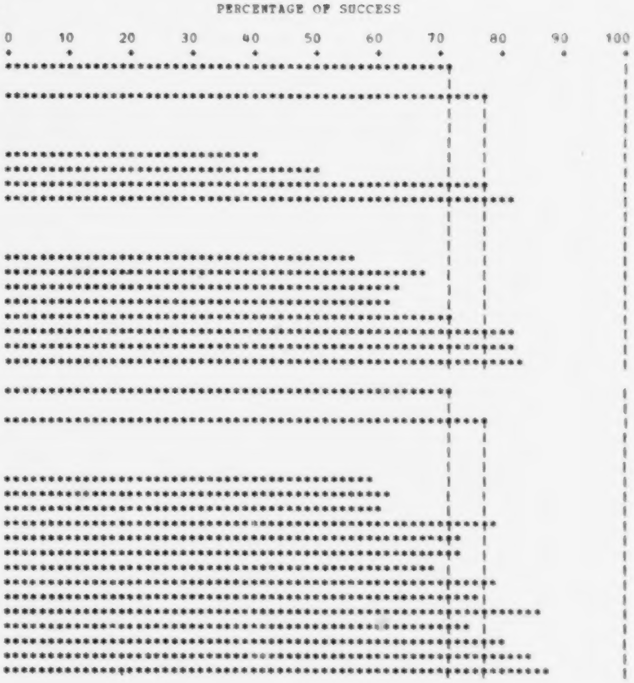
		AGE LEVEL	PERCENTAGE OF SUCCESS	PERCENTAGE DIFFERENCE	
	NATIONAL	13	71.5		
	NATIONAL	17	77.7	13-->17	6.2
REGION					
	Southeast	13	62.8		
		17	75.0	13-->17	12.2
	West	13	69.4		
		17	76.5	13-->17	7.2
	Central	13	75.5		
		17	82.1	13-->17	6.6
	Northeast	13	76.5		
		17	76.3	13-->17	-0.2
SEX					
	Male	13	71.0		
		17	77.6	13-->17	6.6
	Female	13	71.9		
		17	77.8	13-->17	5.8



T12 11 5/1 01*X535023 R00300S0 13 17
S03 03 5/1 01*X535023 R00300S0 13 17

NATIONAL AND GROUP PERCENTAGES OF SUCCESS

	AGE LEVEL	PERCENTAGE OF SUCCESS		PERCENTAGE DIFFERENCE
NATIONAL	13	71.5		
NATIONAL	17	77.7	13-->17	6.2
COLOR				
Black	13	40.6		
	17	49.7	13-->17	9.0
White	13	76.7		
	17	81.3	13-->17	4.6
PARENTAL EDUCATION				
No High School	13	56.0		
	17	67.2	13-->17	11.1
Some High School	13	63.4		
	17	61.7	13-->17	-1.6
Graduated High Sch.	13	71.7		
	17	82.0	13-->17	10.3
Post High School	13	81.9		
	17	82.8	13-->17	0.9
NATIONAL	13	71.5		
NATIONAL	17IS	77.8	13-->17	6.4
SIZE-AND-TYPE OF COMMUNITY				
Extreme Inner City	13	57.9		
	17IS	61.7	13-->17	3.8
Extreme Rural	13	60.0		
	17IS	78.7	13-->17	18.8
Small City	13	72.5		
	17IS	72.7	13-->17	0.1
Medium City	13	69.0		
	17IS	78.7	13-->17	9.7
Rest Of Big City	13	75.1		
	17IS	85.0	13-->17	9.9
Suburban Fringe	13	73.6		
	17IS	79.7	13-->17	6.1
Extreme Aff Suburb	13	84.6		
	17IS	87.3	13-->17	2.7



Exercise 535 -- Ages 13 and 17

Objective III: Use what is read.
Subobjective C: Obtain information efficiently.

On each of the two parts of this exercise, 13- and 17-year-olds had to relate a fact to the total message about the nature of various types of atomic bursts. On the first part (53501), 55% of 13-year-olds and 68% of 17-year-olds correctly recognized that a surface burst produces the greatest immediate danger from radioactive fallout. On the second part (53502), 72% of 13-year-olds and 78% of 17-year-olds correctly recognized that the heat from a nuclear air burst can cause skin burns several miles from the point of detonation.

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